# PADM 525
# Human Resources Management in the Public Sector

*Thursday (6:30 pm – 9:00 pm)*
*Locations: Dane Smith Hall Room 223 for in person*
*or*
*Zoom: https://unm.zoom.us/j/9157394767 for On-Line Participation*

**Faculty Information**
**Name:** Paul Musgrave, MBA, FACHE.
**Office:** 3010 Social Science Building
**Email:** pmusgrave@unm.edu
**Drop-in/office hours:** Thursdays 3:00- 5:00 pm or by appointment.

**UNM School of Public Administration Contact Information**
Main Campus Location: Social Sciences Building (#78), 3rd FL
Phone: (505) 277-1092
Fax: (505) 277-2529

**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.*

**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.*

## Syllabus Content

# Course Information

This course will provide a survey of human resources management principles and practices in 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: Upon successful completion of this course, you will be able to explain the major elements of human resource management, including policies, practices, and historical changes.* | |
| Learning Objective 1.1: Identify the components of HRM operations. | • Class preparation materials <br> • Weekly Reading Logs <br> • Analysis Assignments |
| Learning Objective 1.2: Explain the environmental conditions that impact HRM practices. | • Class preparation materials <br> • Weekly Reading Logs <br> • Analysis Assignments |
| Learning Objective 1.3: Demonstrate an understanding of the different historical evolutions related to HRM operations and practices. | • Class preparation materials <br> • Weekly Reading Logs |
| *Learning Goal #2: Upon successful completion of this course, you will be able to critically analyze organizations' current HRM methods and practices.* | |
| Learning Objective 2.1: Explain how an HR manager implements different HRM methods and functions (including, but not limited to job analysis, recruitment and selection, performance evaluation, compensation, training, etc.) to build healthy workplaces. | • Class preparation materials <br> • Weekly Reading Logs <br> • Analysis Assignments |
| Learning Objective 2.2: Evaluate the factors (individual, team, organizational, and environmental) that influence healthy workplace behaviors. | • Class preparation materials <br> • Weekly Reading Logs <br> • Analysis Assignments |
| Learning Objective 2.3: Describe the current and historical context of and challenges related to labor-management relations. | • Class preparation materials <br> • Weekly Reading Logs |
| Learning Objective 2.4: Appraise the need for and best practices related to workplace belonging and inclusion efforts. | • Class preparation materials <br> • Weekly Reading Logs <br> • Analysis Assignments |
| Learning Objective 2.5: Determine the effectiveness of a real-world organization's HRM methods and functions. | • Class preparation materials <br> • Analysis Assignments |
| *Learning Goal #3: Upon successful completion of this course, you will demonstrate the ability to apply a public service perspective to the different components of HRM.* | |

| What Will I Learn? | |
|---|---|
| *Learning Objectives* | *Course Component(s)* |
| Learning Objective 3.1: Apply your understanding of HRM practices and operations to the public service context. | <ul><li>Class preparation materials</li><li>Analysis Assignments</li></ul> |
| Learning Objective 3.2: Identify the relationship between HRM operational requirements, public policy, and social equity. | <ul><li>Class preparation materials</li><li>Weekly Reading Logs</li><li>Analysis Assignments</li></ul> |
| Learning Objective 3.3: Discover the importance of ethics in HRM practices, decision making, and operations. | <ul><li>Class preparation materials</li><li>Weekly Reading Logs</li><li>Academic integrity tutorial</li></ul> |

**Course Materials**
*Textbook*
- Guy, M.E., and Sowa, J.E., (2022). Human Resource Essentials for Human Service: People, Process, Performance. (1st Edition). Melvin & Leigh. **{Required}**

*Online Materials*
- Additional materials for each week will be available on Canvas.

**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: <u>Detailed Supported Browsers and Operating Systems</u>
- Microsoft Office products are available free for all UNM students (more information on the <u>UNM IT Software Distribution and Downloads page</u>)

**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 four to six (4 - 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 student's final grade.

# Engaging in the Course

**Diversity, Equity, Inclusion**
UNM respects 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 ahead of time if possible. 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 not 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 [pmusgrave@unm.edu](mailto:pmusgrave@unm.edu)).

**Participation**
You are expected to actively engage in class throughout the designated time. 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

**Grading**

All course assignments will have a range of points assigned to them. For example, on reading logs a student can earn a maximum of 10 points. At the end of the semester all assignment points will be summed, and a course grade determined. Course grades will work as follows:

| Grade | |
|-------|------------|
| A+ | 97 – 100% |
| A | 93 – 96% |
| A- | 90 – 92% |
| B+ | 87 – 89% |
| B | 83 – 86% |
| B- | 80 – 82% |
| C+ | 77 – 80% |
| C | 73 – 76% |
| C- | 70 – 72% |
| Fail | < 69% |

Note: Attendance will be recorded and points assigned.

Overall Course Grades Rubric

- *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.

**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.*

# 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 readings from the textbook 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.

   Reading Log Rubric:

## Reading Log Rubric

| Criteria | Ratings | | | Points |
|---|---|---|---|---|
| Word Count | 1 pt<br>Response meets required word count | 0.5 pt<br>Needs Improvement, Response does not meet required word count | 0 pts<br>• Did Not Complete<br>• Did not submit | 1 |
| APA Format | 1 pt<br>Response follows APA conventions | 0.5 pt<br>Needs Improvement, Response struggles to follow APA | 0 pts<br>• Did Not Complete | 1 |

| | | | |
|---|---|---|---|
| | and references are included | conventions, but references are included | • Did not submit | |
| Well Written Response | 3pts Response is well-organized and contains minimal grammatical errors | 1 to 2 pts Needs Improvement, Response is not well-organized and/or contains many grammatical errors | 0 pts <br>• Did Not Complete <br>• Did not submit | 3 |
| Synthesis and Analysis | 5 pts Response includes both a summary of what is written and an analysis of the materials within the broader course content | 2 to 5 pts Needs Improvement, Response includes either a summary of what is written and an analysis of the materials within the broader course content, but not both | 0 pts <br>• Did Not Complete <br>• Did not submit | 5 |
| Total Points | | | | 10 |

2. **Analysis Assignments**: Analysis activities 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. Each paper 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. Specific prompts and rubrics are available on Canvas. All feedback provided on an Analysis assignment must be incorporated into the next submission. Analysis Assignments are worth 25 points. Rubrics for Analysis Assignments will accompany assignment in Modules.

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

| Learning Category | Assignment | Submission Notes |
|---|---|---|
| *Preparation and Participation* | • Weekly reading logs <br>• Academic Integrity Tutorial (required—course content will not unlock until the | Due Tuesdays **before** 11:59 pm on Canvas (see Canvas for specific dates). **No late or re-submission options are available for the reading logs** so be sure to submit your reading log BEFORE the deadline. |

| Learning Category | Assignment | Submission Notes |
|---|---|---|
| | tutorial is complete).<br>• Simulation (provided during class) | |
| *Application* | • Analysis: Introduction to Your Organization<br>• Analysis: Recruitment, Selection, and Retention<br>• Analysis: Job Description<br>• Analysis: Diversity, Equity, Inclusion, and Justice<br>• Analysis: Work-Life Balance<br>• Analysis: Policy Development<br>• Analysis: Case Study | Due Sundays **before** 11:59 pm on Canvas (see Canvas for specific dates). You will have an opportunity to re-submit every analysis assignment, even partially completed assignments, **if you submit the assignment by the day it is due.** **No late options are available for Analysis assignments** so be sure to submit your assignment, even if it is just a partial assignment, BEFORE the deadline.<br><br>Each resubmission will be due seven (7) days after the feedback has been posted to Canvas. Each re-submission will also include a short reflection on the changes made. Failure to re-submit any Analysis assignments that receive a ✓ ▬ (check minus) grade will impact the final grade calculation with each subsequent missing re-submission resulting in up to a half-letter final grade deduction.<br><br>**No late or re-submission options are available for the case study.** Failure to submit the case study or any analysis assignment is an automatic half-letter final grade deduction. |
| | | |

# 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.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them, I encourage you to do so.

**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.

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.