Child Growth, Development, and Learning (ECED 1110-501)
Early Childhood Education
University of New Mexico-Valencia
Fall 2025

Land Acknowledgement: Founded in 1889, the University of New Mexico [main campus] sits on the traditional homelands of the Pueblo of Sandia. [UNM Valencia sits on the territory of Isleta Pueblo/Tiwa.] The original peoples of New Mexico Pueblo, Navajo [Diné], and Apache [‘Nde] 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.



Instructor: Joshua Frank Cárdenas, Ph.D.
IET Instructor: Claudia Lopez, M.A., cdlopez192@unm.edu
Meet with Claudia for support: https://calendly.com/cdlopez192/meet-with-claudia
Office: Arts & Sciences Building, Room #111
Office Hours: Tuesday 2:30-4:30pm. Drop-in to my office and get support. I am happy to meet in person or on Zoom, at another place such as the library or at an alternative time. Contact me via Canvas to schedule this at your convenience, offering 3 times & dates that work for you.
Email: jstjoshn@unm.edu
Office Phone: 505.925.8618; Cell Phone: 505.369.6694 (for academic emergencies only please)

Course Information
Location: Arts & Sciences Rm. 140
Time/Date: Tuesdays, 4:30pm-7:00pm

Course Description
This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop, and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult’s role in supporting each child’s growth, development and learning is emphasized.

Required Textbook
Trawick-Smith, J. (2022). *Early childhood development: A multicultural perspective* (8th ed.). New York: Pearson. ISBN (eBook): 9780137545056. EBook via RedShelf on Canvas.

- Archive.org (2010): https://archive.org/details/earlychildhoodde0000traw_k1y4 (5th ed.), for reference only

Course Objectives

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1
- Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, and cognitive, and cultural domains in the healthy development of each child. A.2
- Demonstrate knowledge of significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3
- Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4
- Demonstrate knowledge of many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A. 8
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternat9ive means of communication. A.9
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A. 10
- Use appropriate guidance to support the development of self-regulatory capacities in young children. A. 11

STUDENT LEARNING OUTCOMES

Students will:

• Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.

• Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.

• Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.

Students in this course are further required to demonstrate the National Educator Standards defined by the Interstate Teacher Assessment and Support Consortium (Intasc). Three Intasc standards that outline teacher effectiveness and career readiness will be addressed:

• **Standard #1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and

across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

• **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

• **Standard #5: Application of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Credit-hour statement

This is a three credit-hour course delivered in an entirely synchronous online modality over 16 weeks during the semester. Please plan for a *minimum* of 24 hours per week to learn course materials and complete assignments.

Participation and Attendance

Students are expected to attend class consistently, arrive on time and actively contribute to the discussions on assigned readings and other seminar topics. Students will be involved in class activities, such as brainstorming and/or discussion notes, quizzes, and presentations. A student can gain their participation, attendance, and discussion points by completing a weekly Reflection after full participation in class and out of class. Participation points are not earned by simply being present in class and there are no points for attendance just because you are present physically. **After three unexcused absences the student will be dropped if before the census date and if after will be asked to sign a contract. It is advised that all students seek out support at the Writing and Tutoring centers, Library and other resources.** Participation expectations and suggestions for successful students and classes include:

- Actively attend each class in its entirety. Late arrivals, talking at inappropriate times, and early departures are disruptive to the learning environment. Students are not allowed to work on other material during class. Distractions such as cell phone or unrelated laptop use are discouraged.
- Preparedness (Read all material before class time, come ready to discuss student teaching experiences).
- Communication style (Professional, respectful tone, active listening, silence is okay too).
- Respect for diversity (Value others' contributions, recognize others' right to contribute).
- Flexibility and openness to new views or ideas (Value new understandings).
- Collaboration (Collegial, polite, courteous engagement with others).
- Respectful listening (Not talking in class while the instructor or others have the floor).
- Self-directed learning and classroom engagement (Self-supportive in learning, resourceful, seek out answers to questions, well-organized, prepared, and professional).
- Proficiency in navigating Canvas.
- Keep abreast of course announcements.
- Use their UNM email as opposed to a personal email address.
- Keep instructor informed of class-related problems, or problems that may prevent the student from full participation.
- Address technical problems immediately.
- Master the syllabus.
- Form and utilize study groups-buddies, along with class & campus resources.
- Visit office hours.

Expectations for Students

• Professional, respectful, and ethical behavior is always expected.

• Be prepared for class by completing all readings and other assignments before class meetings and due dates.

• Participate in all class discussions and small or large group activities. A portion of the course grade addresses participation.

• Students are expected to abide by the university policies on academic honesty and integrity as given in Pathfinder. It is the student's responsibility to be familiar with these policies. Violations of these policies will not be tolerated and are subject to severe sanctions up to and including expulsion from the university.

• Participate in discussions and exchange of experiences related to the seven early childhood professional competencies.

• Writing is an essential part of this level class and an essential skill for an early childhood professional. All assignments are graded for content and quality of writing. Students must submit high quality, edited work that adheres to APA guidelines and reflects course content.

• Assignment of an Incomplete Grade will occur according to policies set forth in the UNM Catalogue.

• Please be aware that talking, when the instructor or someone else is talking or during videos, is disrespectful and unprofessional. Opportunities for discussion and collaboration will be provided during class.

• Extra credit may be earned during the semester at the discretion of the instructor.

• Cell phones will be kept on silent during group sessions. In case of pending emergency, ask for permission to keep phone on vibrate, within sight, or to leave class to take a call. **Consistent distraction caused by cell phone usage will result in a lowered participation grade. If cell phone use is excessive, the student will be asked to leave the class.**

• Computers are to be used ONLY FOR CLASS ACTIVITIES facilitated by the professor.

Course Community

Our class is an intellectual community in which everyone is respected as an active and honored participant, as an undergraduate level learner. As your instructor, I honor each student's search for what will give meaning to this important class for them. It is a journey and as the instructor, I am responsible for creating the road map and facilitating connections and discovery in the study of how family, language and culture influence professionals working with children and families. All of us in our classroom will demonstrate support for each other as both listeners and communicators. Every class member is expected to contribute to our collective learning through regular attendance and discussion participation, participate in projects based on assigned readings and course assignments, and exhibit an undergraduate level of reflection.

Class Confidentiality

It is important to note that confidentiality is practiced in this class. I want to assure that we can have a free and open discussion in which you may elect to discuss your organization or school and its policies and procedures as they apply to the course material, each student is expected to respect the confidentiality of what your classmates wish to share. If you have any questions about any of the information contained in this syllabus, or about any other aspect of this course, please do not hesitate to ask.

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 (canvas.unm.edu).
- Use Canvas Messages (1st) and UNM email (2nd), including attaching files, opening files, and downloading attachments.
- Copy and paste within applications including Microsoft Office.
- Open a hyperlink.
- Use Microsoft Office applications.
- Download and Open .pdf files (articles, chapters, etc.)0

Technical Requirements

• Have regular access to a computer.

• A high-speed internet connection.

• Supported browsers include Chrome, Firefox, and Safari.

• Any computer capable of running a recently updated web browser should be sufficient to access Canvas. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance.

• For using the Kaltura Media Tools inside Canvas, be sure you have downloaded and installed the latest version of Java (URL), Flash (URL), and Mozilla Firefox (URL). They may not be preloaded.

• Microsoft Office products are available free for all UNM students (more information on http://it.unm.edu/software/index.html(URL)).

For Canvas Technical Support, call 505-277-0857 (24/7) or use the "Create a Support Ticket" link in your course.

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.

Acceptable Computer Use

You agree to abide by the UNM Acceptable Computer Use policy.

Sensitive and Protected Information Statement

When using Canvas and associated services, you agree to act in accordance with applicable contracts, laws (e.g., FERPA), regulations, and in accordance with UNM policies, procedures and operational controls regarding UNM sensitive and protected data as identified in UNM Policy 2520, which states, "Users are responsible for proper use and protection of University information and are prohibited from sharing information with unauthorized individuals."

Assignments and Grading

Course Assignments

All assignments are expected to be original creations (first-time submissions created for *this* class), submitted by the scheduled due date, and completed at mastery level. **All work, in some cases artifacts, are due in Canvas, no exceptions. Find a way to post your product/work. Emailed or hard copy work are not accepted.** Late assignments will be penalized with daily point deductions, they are however graded in the order they are received. Work can be turned on in on time, whatever the condition it is and will not be graded late, nor will the revised versions. Late work is accepted until the final day of class. All work can be revised for a better grade following the rubric and instructor feedback. All written assignments should be double spaced, and in APA style (7th ed.), unless otherwise specified by the instructor.

Mandatory Attendance & Participation	25 pts	Must attend at least 12 times & participate fully
Reflective Discussion	75 pts (15 x 5)	Due each week on Sunday @ 11:59pm
Syllabus Quiz	25 pts	Due first week of class by Sunday @ 11:59pm
Notetaking Exercise	25 pts	Due 08/31
My Development Presentation	50 pts	Due 09/09 in class
Theory Check for Understanding (Ch. 1-5)	25 pts	Due 09/21
Toddler Book Review & Presentation	25 pts	Due in class - 09/23
Midterm Check for Understanding (Ch. 1-11)	50 pts	Due 10/12
Lesson Plan Practice	25 pts	Due 10/19
Preschool Toy/Activity & Presentation	25 pts	Due in class - 10/21
Domains Check for Understanding	25 pts	Due 11/09
Cooperative Learning Activity & Presentation	25 pts	Due in class - 11/18
Final Child Development Study	50 pts	Due in class – 12/02
Final Check for Understanding (Ch. 12-18)	50 pts	Due 12/07
Total	500 pts	Late/revised work due by 12/09

Evaluation: Your grade will be determined by the following grading scale

97 and above = A+	93-96 = A	90-92 = A-	87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-	60-64 = D	65-69 = D+	0-59 = F

Assignment details (complete details are located within the assignment as posted on Canvas):

Reflective Discussion

- ✓ Weekly, students are expected to cull the "best" of the readings by crafting a 1–2-page double-spaced reflective response to the sources/readings, class discussions, lectures, and activities. Guiding Questions will be given each week as prompts to focus upon. Must cite at least one source each week (our textbook).
- ✓ Feel free to incorporate ideas from other relevant sources, however, DO NOT leave out our sources, cite them when you use them and you should be using them throughout. No rants.
- ✓ CITE YOUR SOURCES (use APA, "in-text citation" or "parenthetical citation" styles. See OWL Purdue APA for more information), focused on our textbook and required sources.
- ✓ This can be in an audio or video format as well (still must cite your sources using APA)
- ✓ Using "I" and the personal subjective voice is okay but keep it academic.
- ✓ Stay away from Grammarly and other AI writing applications, instead use Spellcheck and Grammar as well find support from a study buddy or office hours or via Tutoring Services. Find a way to use your own words while seeking input from other students, staff & community. You can build on this the whole term whereas Grammarly forgets what you wrote last time as will you. Also, I am an expert at detecting and catching plagiarism and AI.
- ✓ Due: Weekly on Canvas on Sunday @ 11:59pm.

My Development Project

- Students will first document their own development as an Individual (Personhood) and as one of the People (Peoplehood), focusing on their "education" thus far. You **must** define "education" and how you are "educated."
- You **must** give a mnemonic presentation utilizing only "memory" devices, objects, tools, symbols, artifacts, and other things, and is primarily Oral and Visual. No reading a paper.
- Students **must** each share or "tell story" for no more than 10-15 minutes.
- Students **must** utilize (1) child development theory and the (2) peoplehood matrix as tools for analysis.

Theory Exam: This is a take-home exam consisting of multiple choice, true/false, fill-in-the-blank, and short essay questions. The contents of the exam will be over the major theories of child development. Students may send this completed exam via email to the instructor or submit a hard copy by the beginning of class on the due date**.**

Review a Children's Book: Students will select a children's book that would be appropriate for an **infant (0-18 months) or toddler (18-36 months)** to review and share with the class. For this book review assignment, students should consider the subject, plot, vocabulary, and illustrations and how they are appropriate for children in these age groups. See Book Review Assignment for specific details concerning written review and presentation.

Lesson Plan Practice**:** For this assignment, students will practice developing and analyzing each other's lesson plans for a specific, targeted goal, students, and domain area. A completed UbD lesson plan must be completed including all three stages.

Create a Child Toy/Activity: For this assignment, students will be placed in groups of 3 and design a toy or activity for **pre-school age children (3-5 years)**. Students will provide information on the toy description and design, specific age that it may be best suited for, and the type of development the toy/activity is supporting (e.g., motor, socioemotional, cognitive, etc.). See Create a Child Toy/Activity for specific details concerning written and oral presentation.

Domains Exam: Students will study the 5 domains of most early childhood education centers, curriculums, and classrooms. This is a take-home exam consisting of multiple choice, true/false, fill-in-the-blank, and short essay questions via Canvas.

Cooperative Learning Activity: Students will plan and develop a cooperative learning activity that supports **primary student learning (3-8 years)**. Students will choose a developmentally appropriate skill or concept and develop a cooperative activity that addresses multiple learning styles and provides opportunity for peer teaching/learning. See Cooperative Learning Activity for specific details concerning written and oral presentation.

Final: Child Development Study:
Students will select a young child to observe. The child must be between the ages of birth to eight years old. You will complete multiple different observations of the child. Then, you will write a paper about what you learned. An outline and rubric will be provided.

Tentative Semester Schedule: This schedule is subject to change if necessary. Any changes will be discussed in class and a revised syllabus posted to accompany changes in Canvas. All Canvas due dates are the official due dates unless otherwise noted.

Course Schedule-Map

Week 1 – 8/19	Syllabus and Introduction Holm, "Peoplehood Matrix" Anaya/Rael, "The Four Elements"	**Due—Syllabus Quiz** **Reflective Discussion 1**
Week 2 – 8/26	Ch.1: Early Childhood Development in a Diverse World Science from a Native Perspective	**Due— Reflective Discussion 2** **Notetaking Sample**
Week 3 – 9/02	Ch. 2: Research & Assessment in EC Development Ch. 3: Theories of Child Development Marin, Indigenous Child Development	**Due— Reflective Discussion 3**
Week 4 – 9/09	Ch. 4: Genetics, Prenatal Development, & Birth Ch. 5: The Newborn Why Every Navajo Baby's First Laugh is Celebrated	**Due— Reflective Discussion 4** **My Development Presentation**
Week 5 – 9/16	Ch. 6: Physical Growth / Infants & Toddlers Ch. 7: Cognitive Development / Infants & Toddlers	**Due— Reflective Discussion 5** **Theory Check (Ch. 1-5), 09/21**
Week 6 – 9/23	Ch. 8: Infant & Toddler Language & Literacy Ch. 9: Infant & Toddler Social & Emotional Development	**Due— Reflective Discussion 6**
Week 7 – 09/30	Infant / Toddler - Putting it all together	**Due— Reflective Discussion 7** **Infant or Toddler Book Review & Presentation**
Week 8 – 10/7	Ch. 10: Preschool Physical & Motor Development Ch. 11: Cognitive Development / Preschool Years	**Due—Reflection 8** **Midterm Exam (Ch. 1-11), 10/11**
Week 9 – 10/14	Ch. 12: Symbolic Thought: Play, Language, & Literacy / Preschool Years Ch. 13: Social & Emotional Development / Preschool Years	**Due— Reflective Discussion 9** **Lesson Plan Practice, 10/19**
Week 10 – 10/21	Preschool Years – Putting it all together, Ch. 1-13 Review	**Due— Reflective Discussion 10** **Toy/Activity & Presentation, 10/21**
Week 11 – 10/28	Ch. 14: Physical & Motor Development / Primary Years Ch. 15: Cognitive Development / Primary Years	**Due— Reflective Discussion 11**

Week 12 – 11/04	Ch. 16: Language & Literacy / Primary Years Ch. 17: Social & Emotional Development / Primary Years	**Due— Reflective Discussion 12** **Cooperative Play-Based Learning Activity & Presentation, 11/04**
Week 13 – 11/11	Primary Years – Putting it all together	**Due— Reflective Discussion 13**
Week 14 – 11/18	Ch. 18: Parents, Families, Children: A Multicultural Perspective	**Due— Reflective Discussion 14** **Domains Check** **Final Draft 1**
Week 15 – 11/25	Putting it all together - Class Summary & Review	**Due— Reflective Discussion 15** **Final Draft 2**
Week 16 – 12/02	**Child Development Presentations**	**Due—Final Draft 3 of Child Development Study 12/02** **Final Check 12/07**
Week 17 – 12/09	**Potluck in the Plaza 12/10**	**Grades & Final Thoughts**

Classroom and University Policies & Best Practices

Tips for Being Successful

1. Recognize, Nourish and Develop Your Power, Your Gifts, Your Strengths, Your Abilities, Your Knowledge and Your Experiences, these are what we carry as an individual.

2. Recognize, Nurture and Engage Your Culture, Language, Values & Traditions, for these are what we carry as one of the People.

3. Build and Rebuild Your Relationships, Family, Friends, Students, Instructors, Staff & Community, for these are what we depend upon for support and in turn, support. Don't abandon them and they won't abandon you.

4. Valencia.unm.edu/library, Library.unm.edu, Archive.org and Canvas.unm.edu are our local and extralocal storehouses of knowledge. Use them at will.

5. Everyone needs a Mentor, to be Seeking & Finding Alumni and Advanced Students to learn from and how better to learn.

6. Everyone needs Tutoring and Advisement: so, reach out and ask for help all the time. There is no shame in struggling to learn, everyone does in their own way.

7. "Take Copious Notes", or a ridiculous amount of notes. Type up your assignments & review the Sources before class. Don't cheat yourself, you need strong study skills.

8. Take a Fun or non-Academic Class such as Art, Music, Martial Arts, Yoga, Etc.. for balance, health/sanity.

9. Go to Office Hours, usually before or after class and communicate regularly with instructors, for me it's via Canvas messaging for others another method.

10. Make Friends, Have Study Buddies, & Study Sessions. Others learn differently and can provide new and innovative ways to succeed that may work for you, while yours may work for them.

11. Attendance is mandatory as is participation. Show up on time and ready. Online students need to show their faces and be present so find the right place to take synchronous classes and get comfortable being uncomfortable. If your teacher and other students do not get to know you, by exposing parts of your self-identity, you will not get to know them either.

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

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

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

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

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

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

Academic Honesty & Dishonesty

To build a classroom community, there is the necessity of respectful and responsible interactions in and out of the classroom that must be adhered to. This includes listening carefully, being honest, being productive, giving affirmative, constructive and critical feedback, refraining from

passing judgement and working off of assumptions, willingness to be vulnerable, uncomfortable and share space, to create an environment of trust and safety free from dogma and aggression or violence. Every voice deserves to be heard, and this is a student-centered course where people are invited and prompted weekly to discuss the Sources, your Experiences, Thoughts, Ideas and Positions on sometimes difficult topics. We need to help each other in this task of learning together and from each other.

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

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

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

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

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

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

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

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

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

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

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

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

Guidelines: Use AI such as ChatGPT as a tool, not a substitute: The use of AI is meant to be an aid in completing assignments, not a substitute for critical thinking or original work. To do so risks violating our academic integrity policies and may result in consequences aligned with our academic misconduct policies Students who use AI such as ChatGPT are expected to use it to supplement their own knowledge and ideas, not to provide complete answers to assignments.

Acknowledge the use of AI: If using ChatGPT or any other AI tool, students must clearly acknowledge their use of this tool. it must be cited as an outside source and you must include a paragraph that explains what you used the AI for and what prompt(s) you used to get your results. This paragraph must be written by you, not the AI!

Ensure accuracy: AI is a powerful tool, but it is not infallible. Students are responsible for ensuring the accuracy of any information or responses generated by AI. You will likely need to refine your prompt in order to obtain a good outcome. Assume numbers and facts are wrong unless you have checked with yourself through a valid source. You will be responsible for any errors or omissions.

Avoid plagiarism: Using AI to generate content that is identical or substantially similar to another source without proper attribution constitutes plagiarism. Students must ensure that any material generated by AI is properly cited, and that any paraphrasing is done in accordance with academic standards.

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

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

If you have any doubts or questions, please reach out to me for clarification.

Accommodations

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

Student Support

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

Student Health and Counseling (SHAC) at (505) 277-3136.

TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).

LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

PASOS Resource Center (505) 925-8546, mailto:pasos@unm.edu. The Resource Center is an on-campus center that serves as a "one-stop" for all non-academic needs of UNM-Valencia students.

The Library is also an incredible resource which provides reference desk help either in person (LRC), call (505) 925-8990, text (505) 916-1647, or you can Schedule an Appointment with a Librarian including Chat Reference - Ask a Librarian from our Facebook page.

The library also provides numerous other services including the following:

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

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

Learning Commons: Tutoring Services & Writing Center

Tutoring is available to you in education, math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to Learning Commons Bookings.

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

Title IX

Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, or harassment, If you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus.

Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and

sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see https://policy.unm.edu/university-policies/2000/2740.html.

COVID-19 Health and Awareness

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

Citizenship and/or Immigration Status

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

Religious Accommodations

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