EDUC 2375-501: Technology Integration in the Classroom

University of New Mexico-Valencia Campus

Fall Semester 2025: August 18, 2025 – December 13, 2025



("Children at school"-Daniel Hurst Photography, Wikimedia Commons)

Instructor: Joshua Frank Cárdenas, Ph.D.

Classroom: Online via Canvas (canvas.unm.edu)

Class Time: To be arranged

Office Hours: Wednesdays 12:00pm – 01:00pm via Zoom or as arranged. I am happy to meet in person or on Zoom at another place (such as the library). Simply contact me via Canvas to schedule this at your convenience. Give me 3 times and dates that work for you, and I will reply in kind.

Physical Office: Arts & Science Bldg., Rm. #111

Email: jstjoshn@unm.edu; Preferred communication method is via a Canvas message.

Office Phone: (505) 925-8618. Leave a message if it is not a pressing matter and can wait.

Cell Phone: (academic emergencies only): (505) 369-6694

LAND ACKNOWLEDGEMENT

Founded in 1889, the University of New Mexico [main campus] sits on the traditional homelands of the Pueblo of Sandia [UNM Valencia sits on Tiwa territory of the Pueblo of Isleta]. 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 with Indigenous peoples. We gratefully recognize our history. The UNM was founded without tribal consent, thus, we respectfully pursue justice today.

COURSE DESCRIPTION

Students apply knowledge of learning theory to explore how to incorporate educational technology as a classroom tool in the K-12 learning environment. Students will use classroom technology to enhance curriculum development and application to the classroom. Examines the impact of technology on the changing role of the teacher.

COURSE COMPETENCIES

1. Demonstrate a thorough understanding of key learning theories and their relevance to the integration of educational technology in K-12 classrooms.
2. Exhibit proficiency in incorporating various educational technologies into curriculum design and classroom instruction to enhance student engagement and learning outcomes.
3. Critically assess the influence of technology on the role of educators, identifying shifts in instructional strategies and teacher-student interactions.
4. Show competence in the practical application of classroom technologies, using them to design, implement, and evaluate effective teaching practices.
5. Demonstrate the ability to create comprehensive, technology-enhanced lesson plans that address the diverse needs of students in a K-12 environment.
6. Engage in reflective practice to continuously improve the integration of technology in teaching, considering both the benefits and challenges.

STUDENT LEARNING OUTCOMES

1. Students will analyze key learning theories to understand their application in

incorporating educational technology within K-12 classrooms.

2. Students will demonstrate the ability to integrate educational technology tools into curriculum development and classroom instruction effectively.
3. Students will evaluate the impact of technology on the evolving role of the teacher in the K- 12 educational setting.
4. Students will apply various classroom technologies to create and implement instructional strategies that enhance student learning.
5. Students will design and develop lesson plans that incorporate educational technology to support diverse learning needs.
6. Students will critique and reflect on the successes and challenges of integrating technology into the classroom, considering both teacher and student perspectives.

REQUIRED TEXTBOOK

Hughes, J. E., & Roblyer, M. D. (2023). *Integrating educational technology into teaching: Transforming learning across disciplines (9th ed.).* Pearson. One Lake Street, Upper Saddle River, New Jersey 07458. ISBN: 9780137544578

ATTENDANCE POLICY

As the class is asynchronous online, there is no attendance to be taken. However, assignments must be completed each week by Sunday at midnight to be accepted. You have all week at your convenience to read or watch the material and complete the assignment, so there are no late assignments except for extreme circumstances. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

Attendance on an online course should be approached the same as you would in a face-to-face course. If this course were offered face-to-face, it would meet (at a minimum) twice a week; thus, you should log into Canvas a minimum of two times per week. Remember that coursework is done outside of lecture times, so you must log in throughout the week to complete all the assigned activities. Plan to be an active participant in course discussions and communication. Attendance and participation are required to complete this course successfully. The instructor is not responsible for withdrawing students. A “W” will not be given as a final grade. The student is

responsible for following UNM Valencia's policy for dropping or withdrawing from a course – be aware that financial consequences may occur from these actions. Students who miss two discussion boards and/or assignments/assessments will be dropped from the course. Any student registered for the course when the semester begins who fails to submit all the course introduction activities by the end of the first week will be dropped from the course.

ASSIGNMENTS

1. ***Required Reading.*** Throughout the course, you will be provided with required reading assignments. The assignments are in Weekly Assignments on the course menu.

   expected to complete all required reading assignments and integrate what you have read into your course assignments and your online discussions.
2. ***Discussion Boards****.* Students will participate in weekly discussion boards for each chapter of the required text. Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be complete and have at least five lines of text. No maximum number of words is required, but please use good judgment. Use references to websites or readings to support your comments whenever possible. You must get your initial discussion postings up early in the week so others can read them and share their thoughts and experiences. We will build on one another's ideas by interacting fluidly throughout the week. Therefore, post your initial response to the discussion forum no later than Wednesday and reply to three classmates no later than Sunday. Discussion boards open on Sunday at midnight.
3. ***Apply What You Learned****.* Students are required to complete apply what you learned activities after reading each chapter of the required book. These interactive activities call upon students to apply the chapter concepts in real-world contexts that are available to them, such as through observing school placements or interviewing school-based cooperating teachers. Respond to all the questions. 1-2 pages double-spaced, 12 point font, APA format.
4. ***Evaluating Lesson Plans.*** Students are required to complete lesson plan evaluations after reading each chapter. Lesson plan evaluations call for students to locate and evaluate lesson plans that integrate technologies discussed in the chapter. Students evaluate the lessons by completing an RAT (Replacement, Amplification and Transformation) matrix analysis to

determine the technology resource's potential for changing instruction, learning, and/or curriculum in each selected lesson.

5. ***Creating Lesson Plans.*** Students are required to complete creating lesson plan activities after reading each chapter. These activities call for students to create a new technology- supported lesson plan that employs a technology resource introduced in the chapter to tackle a problem of practice. Use UbD to create the lesson plan and TIP to evaluate your use of technology within it.
6. ***Final Check for Understanding:*** Students will complete a final assessment at the end of the semester. For the final, students must submit a personal reflection of their learning gained in the course. Students must utilize the textbook and should be quoting, using and referencing from it at least once per paragraph. This is a 4-5 page expository and reflective essay.

GRADING POLICY

This course is competency-based. Student competency will be evaluated based on the criteria presented below.

Assignment	Points Each	Percentage of student's grade
Discussion Boards	5 x 15 = 75	18.75%
Apply What You Learned	5 x 15 = 75	18.75%
Evaluating Lesson Plans	10 x 10 = 100	25%
Creating Lesson Plans	10 x 10 = 100	25%
Final Exam	50	12.5%
Total	**400 pts**	**100%**

DUE DATES POLICY

Students are expected to turn work in on the date that it is due. Late assignments will be accepted; however, points are deducted at a 1% daily rate down to 70%. No late postings on the Discussion Board are permitted. See "Late Work and Exemptions" below.

LATE WORK

Late work is accepted throughout the course of the term until the last day of class. However, late work is graded after current work due and in the order it was received. Feedback also may be limited due to time constraints. In order to avoid the deduction of late points and to receive ample, relevant, and quality feedback, students should practice turning work in on time, even if it's unfinished or of poor quality.

REVISIONS AND RETAKES

Work that is of poor quality, is unfinished, is advised by the instructor to be revised or is below personal performance standards may be resubmitted using instructor to attain a better grade and to master the material. The final cannot be revised or retaken unless it is turned in at least 1 week prior to the due date or by Dec. 02nd.

PERCENTAGES AND GRADE EQUIVALENT

Points will be recorded for each activity and totaled at the end of the semester. The grading scale below will apply based on the percentage of total points possible.

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

ACADEMIC INTEGRITY

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy: https://policy.unm.edu/regents-policies/section-4/4-8.html. The policy states: *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.*

Academic Dishonesty is defined as:

"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.

NETIQUETTE

Netiquette is a set of rules for behaving politely online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics of communicating online:

1. Be sensitive to classmates coming from different cultural and linguistic backgrounds and holding different political and religious beliefs. Plus, they will have other differences.
2. Use good taste when composing your responses in Discussion Forums. Swearing and using profanity are often insensitive to your classmates, so they should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
3. Don't use all capital letters when composing your responses, as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
4. Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them, as this can cause hurt feelings and decrease the chances of learning from different points of view.
5. Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put it in parentheses afterward, such as Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
6. Use good grammar and spelling and avoid using text-messaging shortcuts.

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.

COURSE OUTLINE

Week	Readings	Assignments
Week 1 (Aug 18 – Aug 24, 2025)	Chapter 1: Educational Technology in Context	Personal Introductions Discussion Board #1 Apply What You Learned #1
Week 2 (Aug 25 – Aug 31, 2025)	Chapter 2: Theory Into Practice	Discussion Board #2 Apply What You Learned #2
Week 3 (Sep 1- Sep 7, 2025)	Chapter 3: Learning and Leading for Transformative Technology Integration	Discussion Board #3 Apply What You Learned #3
Week 4 (Sep 8- Sep 14, 2025)	Chapter 4: The Web and Web-Based Content	Discussion Board #4 Apply What You Learned #4
Week 5 (Sep 15-Sep 21, 2025)	Chapter 5: Instructional Content Software for Student Learning	Apply What You Learned #5 Discussion Board #5 Evaluating Lesson Plans Practice Creating Lesson Plans Practice
Week 6 (Sep 22-Sep 28, 2025)	Chapter 6: Design, Analysis, and Creation	Apply What You Learned #6 Discussion Board #6 Evaluating Lesson Plans #1 Creating Lesson Plans #1
Week 7 (Sep 29- Oct 5, 2025)	Chapter 7: Communication, Collaboration, and Making	Apply What You Learned #7 Discussion Board #7 Evaluating Lesson Plans #2 Creating Lesson Plans #2
Week 8 (Oct 6-Oct 12, 2025)	Chapter 8: Blended and Online Learning	Apply What You Learned #8 Discussion Board #8 Evaluating Lesson Plans #3 Creating Lesson Plans #3

Week 9 (Oct 13-Oct 19, 2025)	Chapter 9: Teaching and Learning with Technology in Special Education	Apply What You Learned #9 Discussion Board #9 Evaluating Lesson Plans #4 Creating Lesson Plans #4
Week 10 (Oct 20-Oct 26, 2025)	Chapter 10: Teaching and Learning with Technology in English and Language Arts	Apply What You Learned #10 Discussion Board #10 Evaluating Lesson Plans #5 Creating Lesson Plans #5
Week 11 (Oct 27-Nov 2, 2025)	Chapter 11: Teaching and Learning with Technology for Second and Foreign Languages	Apply What You Learned #11 Discussion Board #11 Evaluating Lesson Plans #6 Creating Lesson Plans #6
Week 12 (Nov 3-Nov 9, 2025)	Chapter 12: Teaching and Learning with Technology in Science, Engineering, and Mathematics	Apply What You Learned #12 Discussion Board #12 Evaluating Lesson Plans #7 Creating Lesson Plans #7
Week 13 (Nov 10-Nov 16, 2025)	Chapter 13: Teaching and Learning with Technology in Social Studies	Apply What You Learned #13 Discussion Board #13 Evaluating Lesson Plans #8 Creating Lesson Plans #8
Week 14 (Nov 17-Nov 23, 2025)	Chapter 14: Teaching and Learning with Technology in Music and Art	Apply What You Learned #14 Discussion Board #14 Evaluating Lesson Plans #9 Creating Lesson Plans #9
Thanksgiving Break (November 27-November 30, 2025)		
Week 15 (Dec 1-Dec 7, 2025)	Chapter 15 Teaching and Learning with Technology in Physical and Health Education	Apply What You Learned #15 Discussion Board #15 Evaluating Lesson Plans #10 Creating Lesson Plans #10
Week 16 (Dec 8-Dec 14, 2025)	Finals week	Final Check for Understanding due by 12/08 @11:59pm

This syllabus should be viewed as a guide. While every attempt is made to provide an accurate overview of the course, circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any syllabus changes are at the instructor's discretion and will be made with advance notice. Changes will be posted in the Announcement section of Canvas, followed by a revision of the syllabus.

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! The use of AI automatically requires you to cite their services and whatever sources they use.

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

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

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

Avoid plagiarism: Using AI to generate content that is identical or substantially similar to another source without proper attribution constitutes plagiarism. Students must ensure that any material generated by AI is properly cited, and that any paraphrasing is done in accordance with academic standards. Best practice is to produce your own work, and use AI tools to check accuracy and readability (such as spellcheck, APA formatting, etc.), rather than to use AI to actually produce your work for you. AI cannot read your books for you. AI cannot think for you. AI cannot replace your decisions, analysis, and understanding of the material.

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

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

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