

Dear UNM Instructors,

Attached is a collation of statements that you can use on your Spring 2025 syllabus with contextual information and options.

Required Syllabus Language: The UNM Accessibility Statement and the UNM Title IX Statement align with federal requirements as applied to UNM by Compliance, Ethics, and Equal Opportunity and Office of University Counsel. The Credit-hour statement fulfills UNM's accreditation requirements with the Higher Learning Commission and clarifies expectations for students. The UNM Accessibility Statement, the UNM Title IX Statement, and the Credit-hour statement in this document constitute the required UNM syllabus language for Spring 2025, as determined by the Office of the Provost and EVP for Academic Affairs. The other statements below are optional and included here as a resource for you. Additional statements may be found on the website of the UNM [Division for Equity and Inclusion](#).

Support Language: "Student Support" in green introduces information that you may want to include for students. "Instructor Support" in purple offers context and resources of use to instructors. Branch campus instructors will want to substitute branch-specific references in green "student support" text areas.

Artificial Intelligence and Academic Integrity: An [AI Resource](#) to support faculty in addressing student and classroom use of AI has been developed by the Center for Teaching and Learning and significantly enhanced with support from a College of Arts & Sciences faculty task force led by Heather Sweetser and Kirsten Thomson. We owe them all a big thank you! It includes approaches to syllabus language calibrated to the different degrees of student AI use that may be optimal for different courses.

Classroom Community: At the end of this document, you will find information about how to anticipate and address classroom and campus climate issues by developing community in your academic setting, as well as handling concerning behavior directly. Building a well-connected community in your class can alleviate stress and ensure respect and kindness. Normalizing the use of support resources can enable all of us to take advantage of UNM care options (for students: [Student Health and Counseling \(SHAC\)](#) and [Timely Care](#); for faculty and staff: [Counseling, Assistance, and Referral Services](#)).

Our UNM 2040 Goal 2 is to "Transform the educational experience by creating supportive, intellectually challenging, exciting, diverse, joyful learning environments both inside and outside of the classroom to ensure the lifelong success, upward social mobility, and engagement of all learners. Through the education of people, our University will contribute to the growth of societies in New Mexico and across the globe." You are making that happen.

Dr. James Holloway, Provost and EVP for Academic Affairs

Dr. Barbara Rodriguez, Senior Vice Provost

Dr. Pamela Cheek, Vice Provost for Student Success (Questions? Contact: pcheek@unm.edu)

Fall 2025 SYLLABUS INFORMATION

Required by Federal Law:

Accommodations: 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 (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone at 505-277-3506.

UAP 2720 and 2740. Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. If you ever need assistance or have concerns about incidents that violate this principle, please access campus support resources. These include confidential services at [LoboRESPECT Advocacy Center](#), [the Women’s Resource Center](#), and the [LGBTQ Resource Center](#). The University of New Mexico prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). UNM faculty and graduate teaching assistants are considered “responsible employees.” “Responsible employees” must [communicate reports](#) of sexual harassment, sexual misconduct and sexual violence to [Compliance, Ethics and Equal Opportunity](#). For more information on the campus policy regarding sexual misconduct, reporting, and reporting for “responsible employees,” please see UAP 2720 and UAP 2740.

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.

Instructor Support: Information about how to handle disclosures and provide a referral is available on the [Title IX Coordinator page](#). Seek help from your Associate Dean or Dean of Instruction and the Title IX coordinator. [Ombuds Services](#) offers [workshops that include handling disclosures of sexual harassment](#). UNM representatives participate in [Action Collaborative on Preventing Sexual Harassment in Higher Education](#).

Mandated by University Accreditation (alter as needed to suit your section):

Credit-hour statement: This is a three credit-hour course. Class meets for three 50-minute sessions/two 75-minute sessions of direct instruction for fifteen weeks during the Fall 2024 semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

or

Credit-hour statement: This is a three credit-hour course delivered in an entirely asynchronous online modality over 8 weeks during the Fall 2024 semester. Please plan for a *minimum* of 18 hours per week to learn course materials and complete assignments.

Student Support: Resources to support study skills and time management are available through [Student Learning Assistance](#) at the Center for Teaching and Learning in Zimmerman Library or online.

Optional

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.

Instructor Support: <https://diverse.unm.edu/education-and-resources/programs/index.html>.

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. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Responsible Learning and Academic Honesty: 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. [Instructors will want to add specifics about acceptable or unacceptable AI usage—see <https://airesources.unm.edu/instructors/index.html>]

Student Support: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and other resources, including support on how to cite a source, are available through [Student Learning Assistance](#) at the Center for Teaching and Learning.

Instructor Support: Academic dishonesty can be prevented by [Developing community agreements](#), generating assignments on how to use AIs responsibly, and demonstrating how

to document source use. The [UNM AI Resources](#) page provides faculty with more information about different kinds of syllabus language and addressing AI usage proactively in teaching and learning.

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including [opportunities to get involved in campus life](#), [research experiences](#), [mental health resources](#), [academic support such as tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), [jobs on campus](#) and [financial capability](#) support. Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.

Wellness: If you do need to stay home due to illness or are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me at [] and I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class.

Student Support: [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.

Respectful Conduct Expectations: I am committed to building with you a positive classroom environment in which everyone can learn. I reserve the right to intervene and enforce standards of respectful behavior when classroom conduct is inconsistent with University expectations [and/or classroom community agreements]. Interventions and enforcement may include but are not limited to required meetings to discuss classroom expectations, written notification of expectations, and/or removal from a class meeting. Removal from a class meeting will result in an unexcused absence. [Insert number] or more unexcused absences may result in permanent removal and a drop from the course (see attendance policy). The University of New Mexico ensures freedom of academic inquiry, free expression and open debate, and a respectful campus through adherence to the following policies: [D75: Classroom Conduct](#), [Student Code of Conduct](#), [University Policy 2240 – Respectful Campus](#), [University Policy 2210 – Campus Violence](#).

Instructor Support: As you craft your attendance policy, consider: 1) you can offer excused absences and differentiate them from unexcused absences; 2) if you use the ‘respectful conduct expectations’ above, your attendance policy will need to be coordinated with it; 3) you can provide some flexibility for students experiencing unforeseen circumstances while also

making sure that they complete work in a way that allows you to provide timely feedback and that allows them to progress during the semester. Some faculty address flexibility by providing, for example, one opportunity for a dropped quiz grade or one late submission of an assignment without penalty.

DEVELOPING A COMMUNITY AGREEMENT IN A CLASS

MANAGING CLASSROOM CONDUCT, BEHAVIOR & DISCIPLINE IN YOUR ACADEMIC SETTING

CLASS SAFETY

Familiarize yourself with UNM's [Free Speech website](#), as well as the following UNM policies: [Freedom of Expression and Dissent](#); [Free Expression and Advocacy](#); [Rules for Outdoor Events, Sound, and Posting](#); [Classroom Conduct](#), [Student Code of Conduct](#), [Respectful Campus](#), [Campus Violence](#).

Recognize that not all students know *how* to participate in a discussion or *how to do so constructively* and that you can teach them how to participate effectively. Anticipate the possibility that the atmosphere of a class and students' trust in their peers and instructors can be impacted by disagreement or strong words. Consider in advance of the beginning of the semester how you would like to respond to challenging statements by individual students or by a group of students. Working with your students, you can foster an environment for respectful and productive dialogue. You can also recalibrate classroom climate by addressing an identity-threatening incident directly and immediately with a statement about community norms. Lastly, if communication becomes overly heated, you can dismiss class for the day and consider how to reestablish an atmosphere of respectful dialogue.

- 1) [Develop a community agreement](#): a community agreement involves discussion with your students in the first week of class to establish mutual understanding and commitment to practices for productive and respectful engagement and dialogue. After working with the class to develop an agreement, you can add the community agreement to a pre-designated space in your syllabus.
- 2) Prepare your approach for addressing disruption and challenges in advance. Consider the written guidance below, "Managing Classroom Conduct, Behavior, and Discipline"

MANAGING CLASSROOM CONDUCT, BEHAVIOR, AND DISCIPLINE

Dean of Students and the Office of the Provost and EVP for Academic Affairs developed this guidance to assist instructors in applying classroom conduct expectations and maintaining a positive learning environment:

1. Communicating Expectations for Classroom Conduct and Sample Syllabus Language
2. Classroom Community Agreements
3. Progressive Approach for Addressing Disruptive Conduct
4. Resources

Resources

For support addressing complex student behavior, consult your departmental chair or program director and your college/school/branch Associate Dean or Dean of Student Success. You may also determine that you should file a report with [Campus Assessment Response Education](#) which

will initiate action from a coordinated care and threat assessment team. All CARE reports are assessed. It will not always be possible to provide a faculty member with specific information about actions taken by this team.

Communicating Expectations for Classroom Conduct

University policy in Faculty Handbook [D75: Classroom Conduct](#) indicates that the classroom instructor is responsible for all classroom conduct, behavior, and discipline and has authority to set reasonable expectations for acceptable standards of behavior in a classroom setting. Defining expectations regarding classroom conduct at the beginning and throughout the semester is an important step in managing and addressing student behavior in the learning environment. This can be done most effectively by working with your students in [Developing a Community Agreement](#).

The instructor may include general guidelines about expectations regarding adherence to the [Student Code of Conduct](#) in the course syllabus, including the expectation that students subscribe to constructive actions and the cornerstones of [UAP 2240](#). Under current university policy and relative to federal protections of a student's right to educational access, an instructor may not simply drop a student from a class due to a one-time occurrence of disruptive behavior. An instructor may insert conduct guidelines in the syllabus explicitly stating that: 1) disruptive behavior will result in a student being asked to leave a class meeting; 2) this will be recorded as an absence; 3) per the absence policy for the class, the student will be dropped after x absences.

Sample Syllabus Language:

Respectful Conduct Expectations: I am committed to building with you a positive classroom environment in which everyone can learn. I reserve the right to intervene and enforce standards of respectful behavior when classroom conduct is inconsistent with University expectations [and/or classroom community agreements]. Interventions and enforcement may include, but are not limited to, required meetings to discuss classroom expectations, written notification of expectations, and/or removal from a class meeting. Removal from a class meeting will result in an unexcused absence. [Insert number] or more unexcused absences may result in permanent removal and a drop from the course (see attendance policy). The University of New Mexico ensures freedom of academic inquiry, free expression and open debate, and a respectful campus through adherence to the following policies: [D75: Classroom Conduct](#), [Student Code of Conduct](#), [University Policy 2240 – Respectful Campus](#), [University Policy 2210 – Campus Violence](#).

The instructor has the authority to establish progressive remedial steps and respond to disruptions immediately. The instructor should document occurrences and interventions. Addressing disruptive behavior directly and immediately with a progressive approach can be more effective than letting something go, particularly in cases involving bullying or identity threatening behavior or statements. Re-establish the norms of respectful language immediately in your classroom.

Before the semester begins, prepare the statement you will use to re-establish respectful dialogue. Lastly, if communication becomes overly heated, you can dismiss class for the day and consider how to reestablish a more productive atmosphere. Consultation with your Chair, Associate Dean, Colleagues, or staff at the Center of Teaching and Learning may enable you to find a strategy for bringing your class back into balance.

Mild Intervention

A mild intervention reminds the student and/or class about conduct standards and why particular conduct is disruptive and unacceptable. This type of intervention is appropriate for a first and/or isolated occurrences of disruptive conduct that may, or may not, be intentional. The instructor should address the disruption immediately, keeping in mind the appropriate setting in which to intervene. Extended discussion of the disruption in the presence of other students is not advisable. If the disruption involves identity-threatening language, it may be difficult to respond in the moment. Try to be prepared with a statement that re-establishes the norms of a respectful classroom. The responsible student should use non-disruptive means for expressing disagreement or concern and receive information about how to do so.

Sample Language/During the class: “We will talk immediately after class about your concern/your experience/this challenge. I would also be happy to make an appointment to discuss this at greater length with you. Right now, we need to move on so that we can complete our goals for this class session.”

Sample Language/During the class: “Our classroom is a place of mutual respect where statements directed at the identity of individuals make learning impossible. We focus on developing and exploring ideas and that requires respect.”

Sample Language and Steps/After the class:

1. Communicate with the student:
 - a. “In class, we were not able to complete our goals for the day because . . . [provide specific objective description, ex.: ‘you repeatedly left the classroom and slammed the door;’ ‘you showed a lack of politeness and respect in discussion;’ ‘you attacked my qualifications to teach the class. The university has validated my credentials;’ ‘you showed a lack of respect for another student’s identity.’]”
 - b. “Please do not repeat this disruption, which is in violation of the Student Code of Conduct and university policies. If you do so, I will have to ask you to leave the class. This will then count as an absence. [Remind student of absence policy].”

“Freedom of speech is valued and supported at the University of New Mexico. At the same time, the University has specific policies supporting a respectful campus

environment and it adheres to federal law regarding hate/bias and discrimination.”

- c. Offer support resources, such as a referral to [LoboRESPECT Advocacy Center](#), with a recognition that being a student and participating in a class is stressful; this can be an effective part of an intervention.
2. Follow up with non-judgmental documentation of the discussion in an e-mail to the student.
3. Report Hate/Bias, Bullying, Title IX violations to the [Compliance, Ethics, and Equal Opportunity](#).

Intermediate Intervention

Intermediate intervention may be appropriate for persistent disruptions, an escalation in the disruption, and/or more serious disruptions of the learning environment. (See also, the guidelines above on mild intervention.)

At the time of the disruption, or as soon as practicable thereafter, the instructor should: inform the student that they are disrupting, or continuing to disrupt, the educational environment; instruct them to stop the disruptive conduct immediately or they may be asked to leave the learning environment.

It may be helpful to include the Department Chair, academic advisor, or other designee when meeting with a student to discuss the disruptive conduct. This may reinforce the importance of expectations for classroom conduct and keep the conversation focused.

Sample language for use during the class: “Right now, we need to move on so that we can complete our goals for this class session. As you know from the syllabus (and our community agreement), you will have to leave the classroom if you cause another disruption. I will follow up with you by setting an appointment to discuss your concerns.”

Emergency Intervention

Most incidents of disruptive conduct can be resolved through a progressive approach. When instances require emergency intervention, the UNM Police Department (UNMPD) is available.

Emergency intervention is appropriate when disruptive conduct threatens or endangers the safety of individuals, for example when the instructor believes that they or another person are in imminent danger or when the instructor believes that the student may engage in imminent self-harm. Emergency intervention may also be appropriate when the disruptive conduct prohibits the continuation of the class or when a person enters or remains in the learning environment

after being instructed by the instructor to leave. In these situations, the instructor, or someone designated by the instructor, should call UNMPD immediately at **505-277-2241**. In cases of emergency, a call should also go to **911**. Threats and risks to the health or safety of individuals should be reported to UNMPD and the Dean of Students Office.

Sample language and actions during the class (in case of possible threat and only if it is necessary to make a comment): “I want to make sure that we can help with your concern. Let’s work together to get you support on this.” “We have done enough work for today and class is dismissed.”

Determine whether you should dismiss class. If you dismiss class, keep your students safe through calm directions about how to exit the building and where to reassemble.

As soon as it is safe to do so, call UNMPD 505 277-2241 (or ask a student to do so) and submit a CARE Report.

Documenting Interventions and Disruptive Behavior

Written documentation is important and should include time, date, brief description of the incident, and what actions were taken. Documentation should always be factual and avoid personal interjections, interpretation, judgments, or conjecture. For mild and intermediate interventions, maintain a record of the incident and what actions were taken and share this with your departmental chair or program director. For cases involving concerning behavior, repeated disruption, or possible threat, please submit a [Campus Assessment Response Education \(CARE\) report](#).

Removing the Student from the Learning Environment

If a student engages in disruptive conduct, the instructor is authorized to require the student to leave the current course meeting. The instructor is authorized to drop the student from the course for continued unexcused absences related to removal due to classroom disruption. The instructor should consult with the Department Chair or Dean as needed for subsequent, continued, or permanent removal from the learning environment.

Returning the Student to the Learning Environment

Before the student returns to class, it is important to review expectations. The instructor should inform the student of the conditions of the return, expectations regarding conduct, and opportunities to make up, or not make up, missed work.

Referring for Consideration of Student Code of Conduct Charges

The classroom instructor is responsible for all classroom conduct, behavior, and discipline and may also consider whether the conduct should be referred to the [Dean of Students](#) for review and consideration of additional action under the [Student Code of Conduct](#). Examples may include further incidents of disruption upon return to class or a disruption that required emergency action.

Attendance by Persons not Enrolled in a Course

Any person or persons in unauthorized attendance or causing a disturbance during scheduled academic activity shall be identified by the instructor and asked to leave. Persons refusing such a request may be removed by the University Police.

Concerning Student Behavior: The existing *Faculty Handbook* states in [Information: D75: Classroom Conduct](#) that the classroom instructor is responsible for all classroom conduct, behavior, and discipline, yet it does not explicitly enable an instructor to withdraw/drop a student from a class due to disruptive conduct. Federal education law stresses student rights to educational access. This helps contextualize the “Respectful Conduct Expectations” statement, which does align with the existing *Faculty Handbook* and federal law on the right to educational access and which should be used in tandem with a course absence policy.

CLASS SAFETY:

Please report behavior or information related to a student’s safety, conduct, and wellness to [Campus Assessment Response Education \(CARE\)](#).

UNM maintains a Threat Assessment Team (TAT) comprised of qualified professionals trained in mental health, law enforcement, emergency response, and university resources and policy. The TAT convenes in a rapid response to address potential threats to the campus community and maintains communication with local and federal law enforcement, as well as the CARE team. In cases of emergency, call the UNM Police Department ([505](#)) [277-2241](#) (phone number on the back of your Lobo ID) or your Health and Health Sciences or branch campus security. You may also call 911. Practice situational awareness: note the nearest building exit to your classroom and identify the nearest Automated External Defibrillator (AED) for use in an emergency by a trained individual. In an emergency, such as response to a fire alarm, you will be able to direct your students to the safest building exit and reassembly point. The [interactive campus map](#) visualizes building layout and adjacent spaces for all UNM campuses.

University Policies and Guidelines

[D75: Classroom Conduct](#)

[D170: Attendance](#)

[Student Code of Conduct](#)

[D175: Undergraduate Student Conduct and Grievance Procedures](#)

[D176: Graduate and Professional Student Conduct and Grievance Procedures](#)

Web Resources

[UNM Netiquette Guidelines](#)

[Developing Community Agreements](#)

[Student Experience Project Syllabus Guide](#)