

**Syllabus**  
**Social Entrepreneurship and Not-For-Profit Management**  
**PAD 5356 CRN:26947 PADX- 26952**  
**University of Texas at El Paso – Master in Public Administration**  
**January 20 – March 13, 2026**

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**Please use your UTEP email to contact me.** I will not/cannot respond to inquiries made with other emails, as I cannot verify the identity of the person sending the email.

*MS Teams is the preferred method of communication.* I will be checking in the evenings.

**Virtual Class Office Hours:** Thursdays, 6 – 7 PM MT on MS Teams. Invites will be sent to the whole class. Individual and collaborative team meetings by appointment

**Disclaimer.** The instructor reserves the right to update this syllabus based on students’ progress and other factors, at the instructor’s discretion. Changes will be specified via Blackboard Announcements. It is the student’s responsibility to check often. Because this is an accelerated course, it is suggested that you check every day.

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*“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has.” Margaret Mead*

*“We need to go “beyond Margaret Mead” by asking when, how, and under what circumstances small groups can change the world, and when, why, and under what circumstances such change is “good.” Peter Levine*

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**I. COURSE OVERVIEW AND LEARNING OBJECTIVES**

**Social Entrepreneurship and Not-For-Profit Management** is part of the core curriculum offered by UTEP’s Master of Public Administration (MPA) Graduate Certificate in Nonprofit Management. The Program facilitates the acquisition of knowledge, skills, values, and behaviors essential to creative analysis, communication, and action in the public sector. PADS 5356 highlights practical management and problem-solving competencies specific to the 21st-century not-for-profit and social enterprise arenas, where public leadership is faced with societal challenges that are increasingly complex, interconnected, and in constant change, as they adapt to emerging social, political, and economic ecosystems. The job is to lead organizations in concerted efforts towards a vision *for achieving sustainable social impact* that has been collectively designed *through innovation*, based on shared theories of change.

The main goal of the **2026 Spring 801 POT** course is to provide future and current social entrepreneurs and nonprofit leaders with the knowledge, skills and competencies needed to *address the systemic challenges of the 21<sup>st</sup> century*. Students will use evidence-based theory, community-based praxis, and competency-based reflections and assessments to engage in a self-driven collaborative learning process to explore strategic and **essential questions that drive** the design, implementation, and management, and assessment of projects, programs, and organizations that have social and/or environmental impact.

The course's learning and research activities align with the [UTEP Edge Advantages](#) experiences and outcome measures that seek to build [Higher Order Thinking Skills \(HOTS\)](#) such as critical thinking, and other competencies such as leadership, communication, problem solving, and teamwork by using collaborative peer-based learning (CL), reflective learning (RL), and project-based learning (PBL) pedagogy approaches. We will discuss course methodology, HOTS, CL, RL, PBL assignments, and competency-based assessments later in this syllabus and during the first weeks of class.

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*“Management is doing things right; leadership is doing the right things.” Peter Drucker*

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The course focuses on defining an organizational management strategy for achieving sustainable social impact in the not-for-profit arena through innovation and change. It is structured as a theoretical and practical collaborative process for future or current social entrepreneurs and leaders. Their job is to lead the organization in a concerted effort towards a vision that has been collectively designed, based on a shared theory of change. To do this in today's ever-changing social, political, and economic ecosystem, nonprofit leaders need to be innovative. They need to be social entrepreneurs.

The content is organized around four main Learning Modules, each with specific learning objectives. To achieve the learning objectives for each module, analysis of the subject matter topics will be facilitated by combining individual writing and reading assignments, group discussions, reflections, and analysis with instructor provided materials and feedback.

#### **Module I. Envisioning Social Change: Not-for-Profit Organizations and Society**

- **Analyze** the evolving role of **nonprofit organizations** within society.
- **Evaluate** and **apply** various theoretical models for understanding stakeholder interactions in the nonprofit sector.
- **Formulate** strategic approaches to address critical challenges faced by not-for-profit organizations.

#### **Module II. Organizing for the Creation of Social Value**

- **Evaluate** the premises of innovation and change within nonprofit organizations.
- **Design** and **construct** comprehensive theories of change, logic models, and business canvases.
- **Synthesize** the connections between an organizational theory of change, strategic vision, mission, and a thorough organizational diagnosis.
- **Develop** and **implement** tailored organizational strategies that align needs with available resources.
- **Apply** robust tools for assessing organizational needs for capacity building, leadership development, and program (re)definition.

#### **Module III. Leadership and Management for Innovation and Change**

- **Assess** and **compare** diverse leadership styles and paradigms in the nonprofit sector, including those of changemakers, social entrepreneurs, and strategic managers.
- **Design** and **implement** organizational structures and leadership frameworks that facilitate strategic mission and priority implementation.
- **Utilize** advanced diagnostic methods and tools to evaluate internal and programmatic priorities within NPOs.

#### **Module IV. Blending Resources for Sustainability**

- **Formulate** and **execute** strategies and tools for building **sustainable resources** and long-term organizational impact.
- **Analyze** and **apply** a sociological construct of capital (beyond mere financial assets) to identify strategic resources generating a return on investment.

The course will finalize with **Module V. Bringing things together. Innovation and Long-Term**

**Sustainability.** The main objective of **all assignments** in Module V is to review, discuss, analyze, and evaluate the learning experience throughout the semester and to use this reflection to assess their acquisition of factual, conceptual, procedural and metacognitive knowledge.

At the end of the course, successful students will be able to:

- Have a basic understanding and the ability to **think critically** about how *social, political, and economic forces* shape the role that nonprofits play in society and how they interact with other sectors of their economic, social, and political ecosystems.
- Develop as *social scientists*, a sense of **social responsibility** to acquire knowledge and to use this knowledge to “give back” our communities by carefully applying critical thinking to determine organizational needs, design strategies, and apply carefully selected tools.
- To understand and be able to apply professionally apply the basics of community-engaged research, evidence-based practice, and social entrepreneurship to create social value.
- **Be confident** in their ability to identify and develop *organizational formats, leadership styles, and sustainability strategies* to match the needs and resources of organizations by using analytical tools such as theory of change and logic models.
- Develop their **problem-solving skills** by applying knowledge acquired during the course to *propose solutions to complex organizational leadership and fundraising issues*.
- Enhance **communication and collaborative teamwork skills** through *class participation and research*.

## II. COURSE ASSIGNMENTS, ACTIVITIES AND EVALUATION OF PERFORMANCE

This is a graduate course, so the expectation is that you hone your ability to acquire new knowledge, to think critically and creatively about issues and problems. Evaluation is based on your increased knowledge and comprehension for use in critical analysis of the course’s subject matter. You should read; you should read lectures and materials; you should think critically about the information you are receiving; you should apply this growing ability to think critically and use your enriched knowledge base to feed your active participation online via questions and discussions as well as your individual research and presentations.

### A. TYPES OF ASSIGNMENTS AND OUTCOMES

Class assignments will require both individual research and reading, as well as collaborative learning techniques. The main tool we will be using is the Blackboard Discussion Board, to simulate a graduate class seminar environment. Other tools will be used to complement and facilitate class interaction. All discussion requires an initial post and at least two additional entries where you discuss the posts of your peers. Full participation requires three posts.

The course is organized by Learning Module. Instructions, materials, and due dates will appear in the content area of each of one of the **Four Topic Modules**. All Discussion Boards Assignments are linked to one of the **learning components**: a) the theory-based component b) a praxis-based component; c) an information, communication and technology component; and d) a reflection (metacognitive) component.

#### 1. Theory Based Learning Component

Each Learning Module will have assigned and optional readings. Materials will be assigned from the textbook, to provide structured content and/or from journal articles and/or specialized websites, to provide depth. Because this is a graduate course, you will find there is a large amount of material to cover.

Reading with a purpose, reading critically, reading quickly, effective notetaking, reflections, and discussions, are all critical components of graduate and professional learning. Accordingly, each Learning Module will have three types of assignments based on the readings: a discussion board, the building of a class glossary, and the creation of a reading notes repository.

DBs are tools to stimulate interpersonal interaction and offer a platform that can replicate the graduate level discussions that would take place in a face-to-face course. They also provide a space to receive peer and instructor feedback on assignments. Discussions Boards will be linked to assignments and revolve around each Learning module’s objectives, glossary, readings, and the team projects.

- *Theory Discussion Boards.*

Topic Discussion Boards are forums organized by themes for peer reflection and **guided dialogue on key issues**. For full credit, each student must make at least three entries: an initial personal reflection entry, and two substantive comments providing feedback to the entries of two peers. on at least two of his/her peers' entries. Each DB will require at least three entries for full credit: your personal participation and meaningful discussion/feedback and comment on the entries of at least two peers. Facilitating questions will be included in the instructions for each discussion board.

- *Class Glossary DB*

A Glossary is a list of terms and their definitions specific to a certain context. It is like a dictionary, but much more dynamic, can be updated by the users, and includes more explanations. In this case, we will be creating a glossary of terms useful specifically for this class and your future careers. The **Class glossary DB sections** will be used to **post and share key terms and constructs** you, as students, encounter during your readings and research. It is meant to facilitate the building of a common language that will be used in the discussions. Each student should make at least one, preferably two, entries per Module. The Glossary Discussion Boards will allow students to **discuss concepts and constructs** from the Class Glossary. Each student should talk about the term they entered and why important and make substantive comments/feedback) on the entry of at least two peers per module.

## **2. Praxis Based Learning Component**

Project-based assignments allow students to capitalize on one another's strengths and resources to gain knowledge and skills by working together for an extended period. Collaborations have been designed to be part of the learning experience, where you can explore, experiment, and apply materials covered during the course. You should be **building the project throughout the semester**. You will be reading articles and sharing activities during the semester with your peers. The praxis assignments and peer evaluations (feedback) will allow you to present *your project ideas, and preliminary products* and to provide feedback to your Peers on theirs'. These posts will serve as the *building blocks for your final project. Guiding questions will be provided in each module*. The final output of the collaborative praxis-based project will be a comprehensive sustainability plan. Detailed instructions will be provided during the semester.

## **3. ICT Ecosystem building Component**

Because this course has adopted a collaborate, hands-on learning method, one of the resources we will be generating is a class repository of electronic resources, article, sites, AI research prompts and results, technologies, and other substantive resource for sharing. These resources will become the class ICT ecosystem and serve as a capacity building tool for each collaborative team, the class, and each student as they continue their professional development path.

- *ICT Ecosystem resource sharing DB*

All students will post, upload and contribute to this collective resource. Each student will discuss and select journal articles or primary source material and data useful for their theory and/or praxis assignments. They will post an abstract and/or a brief description on discussion boards for sharing with the class. and include the source. Each student should make a substantive comment to provide feedback (100 words) on at least two of their peers' entries. Detailed instructions will be provided in each module.

## **4. Reflection Outcomes (Learning Plan Self-Evaluation reflection outcome).**

This learning component is based on reflective learning pedagogy. Research shows that higher administration, professional leadership, and effective practitioners must develop the ability to judge the quality of their work, the scope of their practice, when and why work can be improved, when it should be further developed, when to involve others, when it is on point or off task. Traditional academic assessment criteria and tools are knowledge-based and top-down -external and instructor defined. Professionalism, however, requires developing self-awareness, -internal criteria, standards, and the ability to apply them to exercise judgements<sup>1</sup>. In Each student will develop a personalized learning plan, with goals and objectives.

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<sup>1</sup> See Boud, D., Lawson, R., & Thompson, D. G. (2013). "Does student engagement in self-assessment calibrate their judgement over time? Assessment & Evaluation in Higher Education, 38(8), 941–956. <https://doi.org/10.1080/02602938.2013.769198>

Reflections and resources pertaining to personal progress will be shared periodically. These updates will serve as building blocks for the Final learning plan self-assessment report.

**B. EVALUATION OF PERFORMANCE**

**1. Expectations**

Because this is a graduate-level class, my expectation is that you participate actively in your learning process by researching, reading, writing, and discussing extensively. For this reason, a large part of your final grade is based on your **continuous and engaged participation**, especially as reflected through your DBs. Each of the activities/assignments has been carefully designed as a learning experience in the belief that knowledge is **actively and individually constructed** by the learner. The combination of activities emphasizes the highly "collaborative nature of learning" and the understanding that knowledge develops because of social interactions and processes<sup>2</sup>.

Discussion Boards (DB) and Glossary activities are graded as completed/partially completed/not completed. If you do the work -all of it- on time, if your participation is thoughtful and meaningful, if you are reflecting critically about what you read before posting, you will earn the points. The Blackboard grade book will show you how many points you can earn for an assignment and how many points you earned. If you miss the deadline, you can go back and make up the work. If, for some reason, you did not initially earn all the points, I will provide feedback. If you redo the assignment based on the feedback provided, you might be able to earn back the missing points. Assignments are open for editing until close to the end of the semester. Once a final deadline has been decided, however, no more points will be earned for a given activity.

**2. Final Grading Scale for the Course**

A	B	C	D	F
90-100 points	80-89 points	70-79 points	60-69 points	Below 60 points

**C. SCHEDULE OF CLASSES, ASSIGNMENTS AND READINGS —**

The instructor reserves the right to adjust schedules and topics in support of course needs. Any changes will be announced in class. Activities are designed to provide fundamental knowledge and to strengthen key reading, writing, team building, negotiation, and critical thinking skills.

Date	Learning Module	Student Activities	Pts 100
1/20-1/25	<b>I. NPOS and Society</b> <ul style="list-style-type: none"> <li>• Introductions and Overview</li> <li>• Sectors of Society &amp; Triple Bottom Line Models</li> <li>• NPO-Society Alliances and Interactions</li> <li>• Types of Nonprofit organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions DB</li> <li>• Theory DB 1</li> <li>• Glossary DB 1</li> <li>• Praxis DB 1</li> <li>• ICT Ecosystem DB 1</li> <li>• Reflection DB 1 Initial Self Evaluation</li> </ul>	22
1/26 – 2/1 2/2– 2/8	<b>II. Organizations for the Creation of Social Value</b> <ul style="list-style-type: none"> <li>• Logic Models and Theories of Change</li> <li>• Nonprofit Business Models &amp; The Business Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Theory DB2</li> <li>• Glossary DB 2</li> <li>• Praxis DB 2</li> <li>• ICT Ecosystem DB 2</li> <li>• Reflection DB 2</li> </ul>	18

<sup>2</sup> If you are interested in this topic, you can read Powell and Kalina 2009 “Cognitive and Social Constructivism” Education Vol 130 No. 2

2/9– 2/15	<b>III. Leadership and Management for Innovation and Change</b> <ul style="list-style-type: none"> <li>• Changemakers &amp; Social Entrepreneurs</li> <li>• Strategic Leaders and Managers</li> <li>• Nonprofit Governance and Leadership Structures</li> <li>• Organizational Diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Theory DB 3</li> <li>• Glossary DB 3</li> <li>• Praxis DB 3</li> <li>• ICT Ecosystem DB 3</li> <li>• Mid-Term Reflection DB 3</li> </ul>	19
2/16– 2/22 2/23-3/1	<b>IV. Blending Resources for Sustainability</b> <ul style="list-style-type: none"> <li>• Proposal Development and Grant writing for Nonprofits</li> <li>• Fundraising and Donations</li> <li>• Volunteers and Sweat equity</li> <li>• Earned income and other financial Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Theory DB 4</li> <li>• Glossary DB 4</li> <li>• Praxis DB 4</li> <li>• ICT Ecosystem DB 4</li> <li>• Module 4 Reflection DB</li> </ul>	18
3/2– 3/8	<b>V. Bringing Things Together:</b> Innovation and Long-Term Sustainability <ul style="list-style-type: none"> <li>• Sociopolitical Ecosystems Analysis</li> <li>• Comprehensive Sustainability Plan</li> <li>• ICT Ecosystem Analysis</li> <li>• Professional Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>o Final Theory &amp; Glossary Report &amp; DB</li> <li>o Final Praxis Report &amp; DB</li> <li>o Final ICT Ecosystem Report and DB</li> <li>Final Reflections Report and DB</li> </ul>	23

### III. COURSE MATERIALS

#### A. TEXTBOOK

There is no required textbook for this course. Suggested readings include:

- Heyman, D. R., & Brenner, L. (2019). *Nonprofit Management 101* (2nd ed.). Wiley. Retrieved from <https://www.perlego.com/book/1148690/nonprofit-management-101-a-complete-and-practical-guide-for-leaders-and-professionals-pdf> (Original work published 2019)
- [Ashoka.org](http://www.ashoka.org) Website on Social Entrepreneurship and Social Entrepreneurs
- Grobman, Gary M. (2015) *An Introduction to the Nonprofit Sector. A Practical Approach for the Twenty-First Century*. 4th edition Harrisburg, PA: White Hat Communications
- Klein, Kim (2016) *Fundraising for Social Change* 7th Edition. Wiley. ISBN eBook
- BoardSource (2012) *The Nonprofit Board Answer Book. A Practical Guide for Board Members and Chief Executives*. Third Edition. San Francisco, CA: Jossey-Bass.
- Kush, Christopher (2004) *The One-Hour Activist*. San Francisco: Jossey-Bass
- Feinberg, Richard E. "Effective Management of Social Enterprises: Lessons from Businesses and Civil Society Organizations in Iberoamerica." *Foreign Affairs* 85 (2006): 169-170.

#### B. OTHER READINGS

Each Module will have assigned readings and research topics. Students will be required to research and use sources accessible through the UTEP library and reliable on-line sites to enhance critical thinking and on-line active participation.

#### C. COURSE TECHNOLOGY

Students will need access to a computer and internet to be successful in the course. This is a 100% online class. It uses Blackboard on-line interaction and learning. The Blackboard on-line platform is accessible through My.UTEP Portal using a UTEP email. The use of a **UTEP email is mandatory**. I will not respond to other emails from other domains for security reasons. The *UTEP library* for journal articles. If you need help, you can find it [here](#):

## IV. Appendices: Policies and Expectations

### A. COURSE POLICIES

#### 1. Attendance

This is a 100% online asynchronous class. There are, however, **three mandatory meetings** with the instructor during the semester:

- **Second week of class:** You must attend a meeting with the instructor during the second week of class. Preferably, you should attend the first office hours scheduled. Alternatively, schedule an appointment via MS Teams or attend the second scheduled office hours.
- **First collaborative group meeting.** Each collaborative group must schedule a meeting with the instructor during the **second week of class** to clarify parameters of the group project.
- **Second collaborative group meeting: fourth week of class.** Each group must meet with the instructor by the fourth week of class to refine the scope of project and community-based research.
- Other meetings may be scheduled, as needed, and as often as required. Please notify the instructor 24 hours prior to the preferred day and time to guarantee availability.

#### 2. Discussion Board Netiquette and Guidelines

Netiquette is the correct or acceptable way of communicating on the Internet. Civility is the practice of politeness and courtesy in behavior or speech. Both are important for the success of our discussions and our course. When posting on the Discussion Board in your online class, guiding principles include:

- Respect and courtesy must always be provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- Always consider the audience. Remember that your peers and the instructor will be reading.
- It is ok to disagree with others' opinions. Always be respectful of others' opinions even when they differ from your own. You should express your differing opinion in a respectful, non-critical way.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state face-to-face.
- Do not make personal or insulting remarks. Do not use inappropriate language.
- Take your posts seriously and review and edit your posts before sending.
- Make posts that are on topic and within the scope of the course material.
- Do not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Be aware of the College's Academic Honesty Policy. Always give proper credit when referencing or quoting another source
- Never make fun of someone's ability to read or write.
- Use simple English.
- Do not write in all caps.
- Do not use "text talk."
- Use correct spelling and grammar.
- Share tips with other students.
- Keep an "open mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.

#### 3. Collaborative Group Work Expectations and Guidelines

The course will use a collaborative learning approach in a low-stake environment. Collaborative learning is an essential part of the pedagogy of this course and teamwork is an essential component of today's workforce environment. Employers will expect you to know how to work effectively in groups: how to determine what needs to be done; how to find information; how to assess information; how to share the

workload; and how to resolve interpersonal conflicts that might arise. Moreover, public service is, by nature, an interdisciplinary endeavor that requires competencies that can only be acquired through active collaboration such as learning other's perceptions and views, developing the ability to take and give constructive critique, and building public speaking and active listening skills.

- Each student will become a member of a small collaborative work group.
- Each group will generate and sign a Team Agreement and Ground Rules document to be presented in the first team meeting with the instructor and share with the class. A template will be provided.
- Working in a collaborative learning group is a mandatory component of the course. You will be expected to join a group by week two of the course.
- Each student will work on separate tasks contributing to a common overall outcome.
- The success of the group will depend on the cooperation and professionalism of its members. Effective collaboration includes, but is not limited to:
  - Participating fully (in spirit and actuality)
  - Participating professionally (i.e., civil discourse; abiding by the rules of academic honesty)
  - Meeting responsibilities (i.e., completing assigned tasks on time and to the best of your ability)
  - Taking the consequences of not abiding by the group's rules.
  - Giving group members appropriate credit, when due
  - Not giving credit where it is not due.

#### 4. *Use of Generative Artificial Intelligence (AI) tools*<sup>3</sup>

The professionally ethical, transparent, and responsible use of foundational AI models is encouraged. They should be used as a supplementary tool for brainstorming, rather than as a replacement for independent thinking, creativity, and academic inquiry.

Learning to use AI responsibly and ethically is an important competency today. Nevertheless, it is also important to be aware of the limitations and ethical issues involved in the use of conversational, generative AI tools such as ChatGPT.

Within this class, you are welcome to use foundational models (ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, and anything after) in an unrestricted fashion, for any purpose, at no penalty and without extra credit.

At the beginning of the course, we will co-create a class agreement on the use of AI tools that ensures that everyone

- has equal access to such tools,
- knowledge of their benefits and limitations,
- understands the appropriate use of them,
- is clear on policies and procedures for their use.

Responsible, ethical, and transparent use of AI-based tools in completing coursework or assessments must be done with the following disclaimers and policies listed below.

Academic integrity is a core principle at UTEP, and it is vital that all students uphold this principle-- whether using AI-based tools or otherwise.

- Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is only allowed with proper attribution given for its use.
- The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings, or submission of work by other human beings as your own.
- Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).
- You must be transparent in how you used the AI-based tool, including what work is your original contribution.
- You must clearly identify the use of AI-based tools in your work. Any work that utilizes AI-based tools

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<sup>3</sup> Adapted from UTEP official AI policies and samples obtained in Syllabi Policies for AI Generative Tools published in AI+Edu=Simplified newsletter compiled, and maintained by Eaton, Lance.

must be clearly marked as such, including the specific tool(s) used.

- You must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:
  - Chat-GPT (version). Date of query (year/month/day). "Text of your query."  
Generated using OpenAI. <https://chat.openai.com/>
- You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws.
- By submitting assignments in this class, you pledge to affirm that they are your own work, and you attribute use of any tools and sources. An AI detector such as GPTZero (<https://gptzero.me/>) may be used to detect AI-driven work.

#### Limitations of AI tools.

- Products generated are not considered original work. They are derived from previously created texts, fed to sources used to train the models.
- Do not develop, on their own, your critical thinking or abductive reasoning skills.
- They can produce inaccurate output depending on the quality of the input questions and the sources. They reproduce, rather than challenge any errors in the sources.
- They do not have the "ability" to make judgments or draw conclusions with incomplete information due to the limited underlying sources used to train the models.
- The training models contain built-in biases<sup>4</sup>(Ntoutsis, Fafalios et al. 2020) that reflect those of the people "feeding" the training models.

#### You may use AI programs e.g., ChatGPT to help generate ideas and brainstorm. However,

- Use AI as a complementary tool to academic work, and not as a replacement for your own independent thinking, analysis, and creativity.
- While AI can provide a wealth of information and insights, it is important to remember that it is a machine and not a human expert. It is not capable of independent thinking or making judgments, cultural contexts, or ethical considerations.
- You should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.
- You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a foundation model.
- If you use a foundation model, its contribution must be acknowledged in the assignment; you will be penalized for using a foundation model without acknowledgement.

#### **5. Alternative Means of Submitting Work in Case of Technical Issues**

I strongly suggest that you submit your work with time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk.

#### **6. Incomplete Grade Policy**

Incomplete grades may be requested only in exceptional circumstances and only after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

#### **7. Drop Policy**

If you feel you are not doing well in the class, or if you are having problems keeping up with the work, **talk to me first**. We will discuss and work something out. However, if you drop before the UTEP drop deadline, you will receive a "W." If you drop after the deadline, and have not talked to me first, the system will assign you an "F."

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<sup>4</sup> Ntoutsis, E., et al. (2020). "Bias in data-driven artificial intelligence systems—An introductory survey." WIREs Data Mining and Knowledge Discovery 10(3): e1356.

## B. UNIVERSITY-WIDE POLICIES

As a student at UTEP, you must follow University policies. Most important are those regarding the American Disabilities Act, Online Student Behavior and Copyright and Fair Use. Please read them below and contact a Student Success Advisor if you have questions.

### ○ *Accommodations Policy*

The University is committed to providing reasonable accommodations for students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. If you feel that you may have a disability requiring accommodations and/or modifications, please contact CASS to make a request and register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

### ○ *Academic Dishonesty*

Statement: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one's own. And collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be **suspended or expelled from UTEP for such actions.**

### ○ *Academic Integrity Policy*

Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion including the use of work turned in for another class. Violations will be taken seriously and referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled, and automatic class failure can be a result.

### ○ *Copyright and Fair Use*

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

### ○ *Ally Syllabus Statement*

You can now download course files in different formats that fit your device, need, and learning preference. Click the "A download" icon next to your course files to view "Alternative Formats." The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Contact the UTEP Blackboard Help Desk if you need assistance. Depending on the type of file,

you will see the following options:

- An OCRed PDF improves the quality of scanned PDFs.
- A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers
- An HTML version that will be simple and responsive to mobile devices with zoom-in capabilities
- An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting.
- An Electronic Braille version for your Refreshable Braille Display
- An Audio MP3 for listening to your content on the go.
- BeeLine *Reader for faster reading speed and color-adjusting settings.*