

What Instructors Need to Know

FALL 2026

NEW:
Expanded
AI guidance



ACADEMIC
AFFAIRS

What Instructors Need to Know: Syllabus and beyond



Welcome to the fall 2026 semester at The University of New Mexico! As part of our continuous efforts to support faculty, this guide provides instructors with some of the things instructors need to know to start the academic year on the right foot — as well as where to reach out if you have additional questions.

What's new?

- **Updated AI guidance and information**, including syllabus language, extensive information on academic dishonesty in relation to AI, and where to go to for the latest information.
- **Information on a new assessment plan template** that includes an assessment reflection.
- **New workshops and sessions** to provide instructors with opportunities for education and engagement.

What else is here?

- Key deadlines
- Syllabus language
- MyUNM Student Life tab resources
- Enhanced Center for Teaching and Learning instructor page

Looking for more resources? Check out provost.unm.edu or ctl.unm.edu

Key deadlines

- **Course materials adoption:** July 1 for fall sections, Nov. 1 for spring sections, and April 15 for summer sections.
- **Assessment:** [New assessment plans and a assessment reflection using the new template](#) should be submitted to your college assessment chair in fall 2026 (due date varies by unit). In AY 26-27, academic program assessment reporting will restart based on your new assessment plan.
- **Online course proposals (OCPs):** The best consideration deadline for spring 2027 is Aug. 28, 2026. OCP forms can be accessed through the [Online Course Proposals webpage](#).
- **Student Experience Project:** Faculty fellows program on socio-psychological classroom interventions that can improve belonging and academic outcomes. The next application deadline is March 2027. For additional information, contact StudentExperienceUNM@unm.edu.
- Please see [Faculty and Instructor Deadline Dates](#) for additional deadlines to note.

Take note of these useful resources

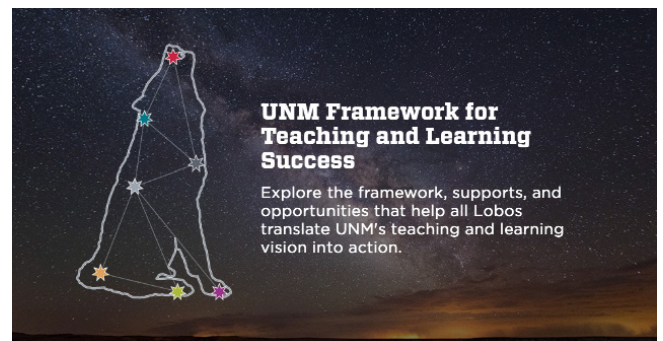
The Student Life tab on MyUNM, available on login, offers a direct portal to student information, help, services, and opportunities, including:

- **Lobo Well-Being:** Wellness, activities, resource centers.
- **Academic Resources:** tutoring, workshops, research, study abroad, and community engagement.
- **On Campus:** Food, transportation, parking, computing, housing, and maps.
- **Canvas:** Learning management system for courses and course materials in My Shelf.

Please explore the Student Life tab and use it to refer students to resources and opportunities that address their needs. Mention it in your syllabus as a standard, single-access site for students. See recommended language under “Thriving and Finding Support” inside in the syllabus language section.

Enhanced CTL instructor page

Aligning with the Faculty Senate [UNM Framework for Teaching and Learning Success](#), the Center for Teaching and Learning [one-stop site](#) offers information on resources and opportunities for instructors.



Course Materials Access program

The UNM Bookstores' [Course Materials Access](#) program provides Albuquerque campus undergraduate students with the Complete option, which includes all required course materials for a flat rate of \$279 per semester. Albuquerque graduate students and UNM Taos and Los Alamos students have access to the Select option, which allows them to purchase only specific digital or print course materials for their registered courses. Students also have the option to opt out of the program and obtain their course materials independently.

Required digital materials are available to students in Canvas by the first day of class, and required physical materials and course kits are available for pickup at the UNM Bookstore on central campus.

To help ensure students have timely access to their materials, please submit your course material adoptions, or indicate that no materials are required by the following deadlines:

- July 1 for fall courses
- Nov. 1 for spring courses
- April 15 for summer courses

Syllabus context

Students benefit from syllabi that provide: student learning outcomes; course schedule; information about course materials, email, office contact and how communication will occur; office hours or help hours; assignment grading, feedback and grading scale; and a welcoming message. Consider exploring the [Syllabus and First Day Toolkit](#) that UNM helped develop and test as part of the Student Experience Project.

Note on disruptive behavior: UNM policy provides faculty with some options on handling disruptive behavior that require specific syllabus language ([FH D75](#)). It provides information on progressive steps to address disruptive behavior. Please review the policy in full. Here are the key elements:

The instructor is encouraged to include general guidelines about expectations regarding adherence to the Student Code of Conduct in the course syllabus. Under UNM policy and relative to federal protections of a student's right to educational access, an instructor may not simply drop a student from a course due to a one-time occurrence of disruptive behavior. Therefore, an instructor must explicitly state in the syllabus that:

- Disruptive behavior will result in a student being asked to leave a class meeting, which will be recorded as an unexcused absence; and
- Per the absence policy for this class, the student will be dropped after ____ (a specific number must be stated) of unexcused absences.

Consider developing a [community agreement](#) with your students on shared values and expectations for a productive class environment.

Library Tutorials on Foundational Information Literacy and Library Skills: University Libraries offers a variety of self-paced and interactive tutorials at <https://library.unm.edu/services/instruction/tutorials.php>. Each tutorial comes with a certificate of completion that students can download if you'd like to assign these as homework. For help, email the Undergraduate Librarian Team at undergrads@unm.libanswers.com



AI in the classroom: In fall 2026, the UNM Artificial Intelligence Steering Committee, chaired by College of Libraries and Learning Sciences Dean Mark Emmons, will share the initial results of the committee's work: a Statement of Values, Ethics, and Principles for Artificial Intelligence at UNM, AI Literacy modules, instructor opportunities supported by the Center for Teaching and Learning, and additional resources. In response to Provost Barbara Rodriguez's spring 2026 charge, and building on faculty and staff insight and national development experiences, the committee has developed a set of guidelines valuing human-centered, trustworthy, and sustainable AI use for learners, instructors, researchers, and staff. The goal is to equip users with trustworthy tools. literacy, agency, and discernment at a moment when generative AI has overtaken the higher education landscape in complex ways. While UNM does have [Dishonesty in Academic Matters \(FHD 100\)](#), we do not yet have a formal AI-use policy. The optional syllabus language section on Page 8 offers three statements for possible use by instructors: Selective Generative AI Use, No Generative AI Use, Generative AI Use Encouraged. The choice of which approach to use lies in the hands of instructors in coordination with their departmental and disciplinary standards. However, instructors should provide Generative AI use guidance in the syllabus. Remaining silent on the issue confuses students and undermines process on student misconduct under FH 100). See Page 11 for "A Progressive Approach to Academic Dishonesty and Academic Dishonesty in Generative AI Use."

Syllabus language

REQUIRED SYLLABUS LANGUAGE

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](#) at arcsrvs@unm.edu or 505-277-3506.

UAP 2720 and 2740. Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek [support](#) and [report](#) incidents. Find confidential services at [LoboRESPECT Advocacy Center](#), the [Women's Resource Center](#), and the [Arcoiris Center](#). UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must [communicate reports](#) of sexual harassment, sexual misconduct and sexual violence to [Compliance, Ethics and Equal Opportunity](#). For more information, please see [UAP 2720](#) and [UAP 2740](#).

REQUESTED SYLLABUS LANGUAGE (alter as needed):

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 15 weeks during the fall 2026 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 eight weeks during the fall 2026 semester. Please plan for a minimum of 18 hours per week to learn course materials and complete assignments.

Course Materials Access (for Albuquerque-based undergraduate students):

Your required digital course materials are available through My Shelf in Canvas. To access them, log in to Canvas on a browser, click Account in the left navigation menu, and select My Shelf. If your course requires physical materials, such as textbooks or lab/studio kits, they can be picked up at the UNM Bookstore on central campus.

To simplify access to your course materials, you are automatically enrolled in the Complete option of the UNM Course Materials Access program at a flat rate of \$279 per semester, which will appear on your Bursar account. The Complete option includes all required course materials for your Albuquerque campus courses, including any graduate-level courses you may be taking. (Course materials for branch campuses are billed and provided separately.) If you prefer to purchase only selected digital or print course materials, or if you wish to opt out of the program entirely, you may change your enrollment through My Shelf in Canvas. Changes must be made by the Registrar's Last Day to Drop Without a "W" Grade to receive a 100% tuition refund.

Additional information about cost and the options for Complete (automatic enrollment), Select (take action), and Opt-out (take action) can be found in [this video](#) and at the [Course Materials Access website](#).

Syllabus language

OPTIONAL 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](#).

Thriving and finding support: Students are especially successful at UNM when they take advantage of support and get involved in campus and academic life. The Student Life tab on the student and instructor MyUNM login page provides direct links to [well-being resources](#), including financial capability, mental health, food, jobs, and resource centers. The Student Life tab on MyUNM will help you identify [academic resources](#) like peer tutoring and opportunities like study abroad. You can contact academic advisors and resource advisors for information and guidance via Student Hub on MyUNM. I look forward to providing you with information about academic opportunities related to our class and to helping you find support resources.

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. (Add specifics about acceptable AI usage.)

OPTIONAL SYLLABUS LANGUAGE

Sample Syllabus Language on Generative Artificial Intelligence Use in UNM Courses

The three vetted syllabus statements below build on the work of UNM faculty and staff, with leadership from the UNM Artificial Intelligence Steering Committee, to serve as adaptable models for instructors. As a preventative measure, every course should include an AI guidance statement in the syllabus and this should be paired with in-class discussion of appropriate AI use. Whatever approach you choose, providing clear guidance helps establish shared expectations and supports both you and your students. An [AI Decision Tree](#) and [AI Assignment Guide](#) are available to you as you make the determinations appropriate for your course. You may also consider adapting your policy based on [community agreements](#) you establish as a class.

Educators and learners alike foster the [open communication and assessment](#) critical to educational excellence. UNM's [Academic Integrity Guide for Students](#) addresses generative AI and emphasizes that students are expected to take responsibility for their actions. The different options below, as well as general use language to include with the option you select, provide instructors with language that can support their learning goals. We hope to promote human centeredness and trust, as well as critical thinking about AI use, at UNM.

Option 1: Selective Generative AI Use

In this course, I will provide you with course-level and/or assignment-level guidance or directions for how and when to use and disclose generative artificial intelligence (AI) tools for submitted work. My goal is to support you in building your AI literacy skills and making informed and critical choices in how and when to use AI to the benefit of your learning and future professional development.

Option 2: No Generative AI Use

This course is meant to help you develop and demonstrate key knowledge and skills without the support of generative artificial intelligence (AI) tools for submitted work. Using generative AI to complete submitted coursework in this course will interfere with the advantages in learning and understanding that this course offers you. You are expected to complete submitted work without any generative AI assistance. Prohibited generative AI use includes tools such as ChatGPT, Claude, Gemini, Copilot, Grammarly's generative AI features, AI image generators, AI video or audio generators, AI code generators, AI paraphrasing tools, AI presentation generators, AI design tools, and similar technologies. The purpose of this course policy is educational, not punitive. The assignments in this course are aligned with specific learning processes and outcomes that support your future learning and expertise. Submitting AI-generated or AI-assisted in this course is inconsistent with course expectations and may violate UNM's academic integrity standards and Student Code of Conduct. If AI use is suspected, I will use submitted coursework, assignment directions, conversations with you about your work and process, and this syllabus to determine whether academic misconduct occurred. If you are unsure if a tool or use is allowed, please ask before submitting the assignment.

Option 3: Generative AI Use Encouraged

In this course, I expect and encourage you to explore and use generative artificial intelligence (AI) to support your learning. Generative AI is a type of AI that refers to technologies that generate text, images, audio, video, code, or other content in response to user prompts. My goal is to support you in building your AI literacy skills and making informed and critical choices in how and when to use AI to the benefit of your learning and future professional development.

Add to the end of All Options (1, 2, 3)

Generative AI is a type of AI that refers to technologies that generate text, images, audio, video, code, or other content in response to user prompts. You should acknowledge meaningful generative AI assistance when you submit work. A brief statement is sufficient.

For example:

I used ChatGPT to help brainstorm possible paper topics and revise my introduction for clarity. I reviewed and edited the final version myself.

or

I used Adobe Firefly to generate an illustrative image for my presentation. I revised the slide design myself and verified that the image was appropriate for the assignment.

You do not need to disclose minor uses such as spelling correction, sentence-level grammar correction, citation formatting, basic image cropping, basic color correction, file conversion, or accessibility-related tools related to an accommodation documented with UNM Accessibility Resource Center, unless an assignment specifically requires disclosure.

You remain responsible for the quality and appropriateness of the work you submit, including AI-generated content. You may not use AI to misrepresent your learning, fabricate sources or data, create misleading images or visual evidence, submit work you do not understand, or avoid the intellectual or creative work the assignment is designed to support. UNM's Academic Integrity Guide for Students applies to AI-assisted work.

You should not enter private, confidential, regulated, or sensitive information into AI tools unless the tools and use have been approved by UNM for that purpose. This includes personally identifiable information, peer or instructor-created work, nonpublic community data, private chat logs, and images, voice recordings, or likenesses of real people without appropriate permission.

Learning works best when we start from a position of trust. In our course, students are expected to act honestly and responsibly, and I am expected to provide clear guidance about course expectations. On my part, I will also disclose to you how and when I am using generative AI tools with statements like those above. I also hold myself to the same standards of authorship, critical judgement, quality, and integrity that I have outlined in this policy. If you have questions about what constitutes appropriate AI use, please ask.

*If the instructor **requires** generative AI use in any course assignments, please include and edit the following:*

AI will be a requirement in the following assignments: [list assignments]. Please talk to me in the first two weeks of class if you need an alternative way to complete these assignments without AI.

or

It will not be possible to meet the learning outcomes of this course without using generative AI.

**Please see ai.unm.edu for additional information and updates throughout the semester.
Questions? Contact Pamela Cheek at pcheek@unm.edu.**

Instructor opportunities

SUPPORT FOR YOUR TEACHING

Teaching Today: A Brownbag Series

The Teaching Today brown bag series is designed to create an open, low-stakes space for colleagues to share what's working, what's not, and what they're learning from their classrooms. In each session, supported by the Center for Teaching and Learning, you'll hear three or four examples from fellow faculty and instructors on a timely topic of interest, followed by time for Q&A and shared resources. This semester's sessions will be held from noon-1 p.m. in CTLB 110:

- **To AI or Not to AI and How** (Aug. 21)
- **UNM Undergraduate Student Success Roundtable** (Sept. 11)
- **Classroom Climate** (Sept. 25)
- **Getting Started with Digital Accessibility** (Oct. 23)

Communities of Practice

A faculty community of practice is a collaborative space where instructors regularly share ideas, challenges, and strategies to improve teaching and learning. It brings colleagues together to learn from one another, experiment with new approaches, and build a supportive culture of continuous growth. This year, the Center for Teaching and Learning will host the following Communities of Practice. If you and a group of colleagues have an idea for a CoP that you'd like to see offered or co-facilitate with CTL, please reach out to sdspong@unm.edu.

New Faculty Student Experience Project: The New Faculty Student Experience Project (SEP) engages early career instructors in inclusive, evidence-based teaching strategies that support student belonging, motivation and academic success. (Fall 2026)

Designing for Depth and Engagement: Explore how to create transformational learning experiences through backward design, active learning, authentic and transparent assessment, and asset-based course design. New faculty and instructors to UNM are prioritized for enrollment, but all are welcome. This CoP is designed as an intentional second semester to the New Faculty Student Experience Project described above. (Spring 2027)

Teaching with AI: The AI Community of Practice is an opportunity for UNM instructors to explore ethical pedagogical applications of generative AI through shared reading and discussion. Whether you are familiar with generative AI tools in the classroom or just starting to consider how AI is impacting your courses, your insights and participation will enrich our collective exploration of how meaningful teaching and learning persists in the age of AI. (Spring 2027)

Registration links to these and other workshops and webinars on the CTL schedule. Also, check out CTL's [Teaching Guides](#) page with many just-in-time resources to support your teaching. CTL's most recent guide, [Assessment Design in the Age of AI](#), is worth a look as you consider your assignment planning for fall.

ASSESSMENT INFORMATION AND RESOURCES

- **How to Restart Your Assessment Planning** (Aug. 28)
- **Assessment Meaningful Analysis** (Sept. 11)
- **Aligning Critical Thinking Assignments for NMHED** (Sept. 18)

See assessment.unm.edu for additional information on these sessions.

OTHER EVENTS TO NOTE

UNM AI launch event set for Sept. 3

Registration is now open for the UNM AI launch event on Sept. 3. The free event, hosted by the UNM AI Steering Committee, will be 11 a.m. to 4 p.m. in the Student Union Building ballrooms. It will explore the future of AI at UNM, including standards, policy and guiding ethical principles.

UNM Undergraduate Student Success Roundtable. Sept. 11, noon- 3 p.m. Explore major initiatives to improve student learning and retention. Find out more at urad.unm.edu

Progressive Approach to Academic Dishonesty and Academic Dishonesty in Generative Artificial Intelligence (AI) Use

Interim approach recommended by Academic Affairs. Not formalized as UNM policy.

UNM's [Faculty Handbook Policy D100: Dishonesty in Academic Matters](#) and [Faculty Handbook D175 \(Undergraduate Student\)/D176 \(Graduate, and Professional Student\): Student Conduct and Grievance Procedures](#) are the current applicable policies supporting this guidance.

1. Purpose

UNM promotes a working, learning, and social environment where all members of the UNM community work together in a mutually respectful environment with adherence to the Student Code of Conduct and the Faculty Handbook. Academic honesty, including academic honesty in generative artificial intelligence use, is necessary to provide a learning environment consistent with UNM's academic mission and is critical to student success. As access to generative AI tools continues to evolve, instructors should provide clear syllabus and in-class guidance regarding expectations for their use in each course. UNM's policy on academic dishonesty, Faculty Handbook D100: Dishonesty in Academic Matters, is most effectively applied when instructors have established specific course expectations and have provided students with appropriate opportunities for prevention, clarification, and corrective intervention before formal disciplinary action is considered.

2. Applicability

All academic University of New Mexico (UNM) units on the central Albuquerque campus and branch campuses.

3. Definitions

Academic Dishonesty: 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, Student Code of Conduct, Section 2.4.

Classroom: A classroom includes any academic activity, real or virtual, that is instructor led.

Course: A course includes any formal credit or non-credit course, formal training, or internships.

Generative AI: Technologies that generate text, images, audio, video, code or other content in response to user prompts.

4. Procedures

The classroom instructor is responsible for maintaining a respectful and productive learning environment and should address possible academic dishonesty and academic dishonesty in generative AI use promptly and appropriately. The progressive approach described below provides the instructor with procedures that are designed to provide the student with notice and an opportunity to take corrective action.

4.1 Provide Guidelines and Expectations in Course Syllabus

The instructor is encouraged to include general guidelines about academic honesty and use of generative AI in the syllabus. A clear syllabus policy will enable instructors both to prevent academic dishonesty and inappropriate student use of generative AI and, when necessary, to address academic dishonesty violations. When a violation of the regulation occurs in connection with a course, seminar, or any other academic activity under the direction of a faculty member, that faculty member is authorized to take whatever action is deemed appropriate, but no penalty in excess of an “F” in the course and the involuntary withdrawal of the student from the class may be imposed. Whenever this penalty is imposed; the instructor may report the case in full detail in writing to the Dean of Students, who may impose additional sanctions or refer the matter to the Student Conduct Committee for a determination of whether additional sanctions are warranted. (FH D100.2)

4.2 Progressive Approach for Addressing Academic Dishonesty and Academic Dishonesty in Generative AI use

The instructor has the authority to establish progressive remedial steps and respond to possible academic dishonesty and academic dishonesty in generative AI use. Students must be informed about appropriate use of generative AI for the instructor’s class in the syllabus and, optimally, in course assessments. In cases in which students have not been informed about acceptable generative AI use within a course, it becomes difficult to establish academic dishonesty. Addressing academic dishonesty and academic dishonesty in generative AI with progressive interventions as outlined below will be most effective.

4.2.1 Mild Intervention

Mild intervention is appropriate for initial and/or isolated occurrences of academic dishonesty and academic dishonesty in generative AI use. The instructor should remind the student and/or class about standards of academic honesty and why particular forms of academic dishonesty and generative AI use are unacceptable in the class. This will be most effective when the instructor refers to guidelines about acceptable source and generative AI use in the syllabus or in assessment/assignment/exam information. The instructor should document the initial occurrence of academic dishonesty, provide a copy of the documentation to the student, and notify the Dean of Students of a first occurrence so that the incident is recorded by the University. This documentation should indicate that a second occurrence of academic dishonesty will involve second notification of Dean of Students for review of additional actions under the Student Code of Conduct.

4.2.2 Intermediate Intervention

Intermediate intervention is appropriate for repeat occurrences or serious violations of FH D100: Dishonesty in Academic Matters. The instructor should request that the student stop the unacceptable use and explain why the use was unacceptable (referring to the course syllabus and/or assessment guidelines). While a faculty member is authorized to take whatever grading action is deemed appropriate, it is recommended that no penalty in excess of an “F” for the assignment be imposed. The occurrence should be documented, and the Dean of Students Office should be notified. The student should be informed that the Dean of Students Office has received notification. The Dean of Students will send a policy reminder and resource sheet to the student after receiving a second report.

4.2.3 Final Intervention

When a student persists in unacceptable use of sources and generative AI after mild and intermediate interventions, instructors may wish to follow the provisions of [Faculty Handbook D100.2](#), including notification to the Dean of Students Office and exercising grading options, as follows:

When a violation of the regulation occurs in connection with a course, seminar, or any other academic activity under the direction of a faculty member, that faculty member is authorized to take whatever action is deemed appropriate, but no penalty in excess of an “F” in the course and the involuntary withdrawal of the student from the class may be imposed. Whenever this penalty is imposed; the instructor may report the case in full detail in writing to the Dean of Students, who may impose additional sanctions or refer the matter to the Student Conduct Committee for a determination of whether additional sanctions are warranted. (FH D100.2)

The Dean of Students can implement conduct proceedings upon receipt of a third report at the University (not limited to a single course), which will generally result in probation and an educational assignment/seminar for academic integrity. In effect, this means a student may be separated from the university following four (4) reports of academic dishonesty.

Contacts

Direct any questions to the Dean of Students Office.

Who should read this:

- Faculty members and instructors
- Staff in the Dean of Students Office
- Academic administrators

Related Documents

[Faculty Handbook Policy C09: Respectful Campus](#)

[Faculty Handbook Policy D100: Dishonesty in Academic Matters](#)

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

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

[UNM Catalog](#)

[The Pathfinder](#) — UNM Student Handbook “[Student Code of Conduct](#)”

[Academic Integrity Guide for Students](#)

Addendum to optional syllabus sample language for permitted, conditional, or forbidden use of AI

For courses or assignments that allow selective use of generative AI, you may wish to identify specific uses that are likely to be permitted, uses that require explicit permission or additional conditions, and uses that are generally not appropriate. The examples below are illustrative rather than exhaustive and are intended as a starting point for course and assignment design.

These examples are grounded in UNM's human-centered, trust-centered, and sustainability-oriented approach to AI. They assume that AI should support learning, judgment, accessibility, creativity, and inquiry without replacing the student's own thinking, misrepresenting authorship, compromising privacy, or undermining the purpose of the assignment.

You may move items among these categories, add your own examples, remove examples, or modify expectations to fit the learning goals, methods, disciplinary standards, professional expectations, and assessment needs of your course or assignment. Your instructions determine what AI uses are permitted.

Uses likely to be permitted

These uses are generally lower risk when they support learning, do not replace the student's own work, and are consistent with assignment instructions.

As a student in my class, you may use generative AI to:

- Brainstorm possible topics, research questions, project ideas, or approaches;
- Organize notes, outline a project, create a work plan, or develop a study schedule;
- Use AI as a learning aid to compare explanations, identify areas of confusion, or prepare questions for class discussion.
- Generate study questions, practice examples, flashcards, or self-quizzes;
- Ask for explanations of difficult concepts, provided you still engage with assigned course materials;
- Receive feedback on clarity, organization, grammar, style, or readability of work you have drafted;
- Revise sentences or paragraphs you have drafted, when the revision does not replace your authorship, analysis, or voice;
- Generate preliminary visual concepts, design ideas, slide layouts, or presentation structures;
- Improve accessibility of materials, such as suggesting alt text, captions, plain-language summaries, visual descriptions, or alternative formats, when consistent with assignment expectations.

Uses that may be permitted conditionally with explicit assignment guidance

These uses may be appropriate for some assignments but require clear expectations from you because they can affect authorship, assessment, disciplinary standards, privacy, or the learning process.

As a student in my class, you may use generative AI to:

- Analyze data, text, images, or other materials (when the assignment is designed to evaluate AI-supported methods);
- Summarize sources, readings, transcripts, or datasets after you have already engaged the materials yourself;
- Draft portions of text for critique, comparison, revision, or reflection;
- Translate, paraphrase, or adapt language for clarity, accessibility, or audience, while the responsibility for accuracy and meaning remains with you;
- Simulate audiences, users, clients, patients, stakeholders, or reviewers for practice, provided the simulation is not treated as a substitute for real people or communities;
- Use AI tools in group work, provided the group agrees on appropriate use and acknowledges AI assistance when used;

- Use AI in research, creative work, or professional practice simulations when doing so aligns with disciplinary norms and assignment goals.
- Generate code, formulas, calculations, or technical solutions for review, debugging, or learning;
- Troubleshoot code, calculations, data analysis, or technical problems;
- Generate draft images, diagrams, figures, charts, slides, captions, audio, video, or multimedia elements.

Uses generally not permitted

These uses are generally inconsistent with human-centered and trust-centered learning because they misrepresent student work, bypass the learning process, compromise privacy, fabricate evidence, or create risks to others.

As a student in my class, you may not use generative AI to:

- Violate course instructions;
- Complete an assignment in place of your own work;
- Generate a significant portion of the draft and submit it as your own;
- Submit AI-generated or AI-assisted work without acknowledgment;
- Use AI to bypass a learning process the assignment is designed to develop;
- Complete quizzes, exams, reflections, clinical tasks, fieldwork, or other assessments when human work is required;
- Summarize or analyze assigned materials without reading, viewing, listening to, or otherwise engaging those materials yourself;
- Rely on AI-generated citations, legal claims, scientific claims, medical claims, historical claims, or factual assertions without independent verification;
- Fabricate citations, sources, quotations, data, images, visual evidence, audio, video, or other media;
- Create misleading, deceptive, or manipulated images, figures, charts, audio, video, or visual evidence;
- Generate or substantially alter images, slides, diagrams, figures, code, audio, video, or other media and submit them as unaided work when the assignment requires you to do the work independently;
- Create, edit, imitate, or manipulate images, voices, likenesses, or identifiable attributes of real people without explicit permission;
- Enter private, confidential, regulated, or sensitive information into unapproved AI tools, including student records, health information, research participant data, confidential institutional data, private chat logs, nonpublic community data, or images and recordings of real people.