

Fall 2025 What Instructors Need to Know: Syllabus and More



The Office of Academic Affairs has compiled the following guide for some of the things you need to know as you get ready for the Fall 2025 semester. We're providing the information in this email, but don't worry — it will also be posted online at provost.unm.edu because we know that emails can get misplaced and that can add to your stress. [This companion video also offers an overview of key information and changes for Fall 2025.](#)

Here is a quick overview of what we'll cover in this document:

- New student apps debuting for Fall 2025
- Required and optional syllabus language
- Helpful resources that can enhance the classroom experience.

New Student Apps



The complexity of universities can push students out of school altogether if they get lost navigating campus systems. To address this, UNM is simplifying student access to resources and course materials.

The new Student MyUNM offers a direct, single portal to information, help, services, and opportunities. With one-click access to LoboMail (email), LoboWeb (classes, registration, bursar), and libraries, the portal also connects to:

- *Student Hub*: A new, efficient way of scheduling appointments with advisors and resource center staff or receiving referrals.
- *Lobo Well-Being*: Full suite of mental health, wellness, activities, and support services.
- *Academic Resources*: tutoring, workshops, research, study abroad, and community engagement opportunities.
- *On Campus*: Food, transportation, parking, computing, housing, and maps.
- *Canvas*: Learning Management System for courses and course materials in My Shelf.

The **Course Materials Access pilot program** will automatically enroll Albuquerque undergraduates in the Complete option, which provides access to all required course materials for a flat rate of \$279 per semester. Students may choose the Select option instead, allowing



them to choose only certain materials, or they may opt out altogether. For the Complete option, digital materials will be accessible in Canvas (Learning Management System) on the first day of classes. Physical course materials, including books and course kits, can be picked up in a single bundle at the bookstore. Many instructors have developed Open Educational Resources; these are, and will continue to be, valuable parts of UNM course material offerings.

Please review [full information on the pilot](#) program and actively inform your students about their program options in your syllabus (see below) and on the first days of class. Also, be sure to check My Shelf in Canvas for course materials access. Your red Canvas button is accessible on the top right of your Faculty MyUNM page (next to LoboMail and Libraries). You do not have to have a Canvas course shell for your course — students will be able to access course materials on their Canvas site via My Shelf.

New Graduate Application: UNM has replaced an aging graduate application system with one that better meets the needs of today's students. The new TargetX includes the same information and functionality for applicants and faculty reviewers as the old application, but with several improvements imbedded throughout. Faculty can access the TargetX graduate application through the Faculty MyUNM portal. Please attend a training session and view the tutorial videos for TargetX on the [IT training page](#) or Graduate Studies [Faculty/Staff Resources page](#).

Syllabus

What can your syllabus accomplish? It can offer a warm welcome to a classroom environment that may seem overwhelming or intimidating for students. It can communicate that all students can succeed in the course with effort combined with effective use of the instructor's feedback and University resources. It can trace a clear picture of what students will be able to do by the end of the semester and map how the course will enable them to get there. It can set the tone for creation of a respectful class space for the exchange of challenging ideas. Lastly, it can help students plan their time and understand how your grading and feedback will contribute to their success. Consider exploring [the Syllabus and First Day Toolkit](#) that UNM helped develop and test as part of the Student Experience Project.

Below is key information on baseline Fall 2025 syllabus language. Students benefit from syllabi that provide the following: student learning outcomes, course schedule, information about course materials, email and office contact, office hours or help hours, and assignment grading, feedback, and grading scale.

Disruptive Behavior: For Fall 2025 forward, we have a more robust policy that provides faculty with more options but requires specific language in your syllabus ([FH D75](#)). 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.

AI in the classroom: We can teach students how to use the powerful tools that are AIs with awareness of risks, rewards, and responsibilities. AIs are now part of higher education. Addressing AI use, impact, ethics, and limitations represents a significant challenge for us as educators and researchers. Defining and teaching appropriate AI use in class will enable faculty to determine whether student AI use involves academic dishonesty. UNM faculty and staff have developed a [thoughtful site offering syllabus language](#) calibrated to different levels of appropriate AI use for classes. It is always wise to have a conversation with a student about inappropriate AI use and about the consequences for their learning and future success. If necessary, faculty can document with the dean of students inappropriate AI use that is in violation of the terms laid out in the syllabus. Consider exploring a resource such as José Antonio Bowen and C. Edward Watson's *Teaching with AI* (Johns Hopkins UP, 2024). A team of faculty and staff led by Soraya Abad Mota will be participating in an AAC&U Institute on AI and bringing back new ideas to UNM. The Center for Teaching and Learning is sponsoring a community of practice focused on the Bowen and Watson volume this fall.

Please find below suggested syllabus language for Fall 2025 that integrates the above information.

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 [LGBTQ Resource 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](#).

University statement on credit hours requested for transparency to students and UNM accreditation purposes (alter as needed):

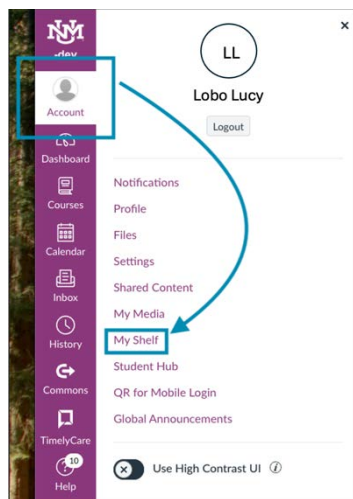
Credit-hour statement: This is a three-credit-hour course. Class meets for three 50-minute sessions/two 75-minute sessions of direct instruction for fifteen weeks during the Fall 2025 semester. Please plan for a minimum of six hours of out-of-class work (or homework, study, assignment completion, and 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 2025 semester. Please plan for a minimum of 18 hours per week to learn course materials and complete assignments.

Course Materials Access (for Albuquerque undergraduate students only):

Course Materials Access: Your digital course materials are directly available now on the My Shelf link in Canvas. Your physical course materials, such as books and required lab/studio course kits,



are available at the UNM Bookstore, and you will receive an email about how to pick them up. To simplify your course materials access, you are automatically enrolled in a Complete option at a flat rate of \$279 per semester. This will show up on your bursar bill. The Complete option covers all your required course materials for all your Albuquerque campus courses, including any graduate courses you may be taking (branch campus course materials are billed and available separately). If you are interested in course materials access for only selected courses, or if you want to opt out entirely, you will need to select the option you want in the My Shelf link in Canvas. You can change your selected option in the My Shelf link in Canvas until the registrar's "Last Day to Drop Without a 'W' Grade and 100%

Tuition Refund." Make sure that you review the [video](#) and [information](#) here to understand cost and the options for Complete (automatic enrollment), Select (take action), and Opt-out (take action).

OPTIONAL SYLLABUS LANGUAGE

Respectful behavior and absences

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](#).

Academic honesty and AI use

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.

Encouraging use of supports and resources:

Thriving and Finding Support: Students are especially successful at UNM when they take advantage of support and get involved in campus and academic life. Your MyUNM login page provides direct links to [wellbeing resources](#), including financial capability, mental health, food, jobs, and resource centers. 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.

Welcoming, honoring and acknowledging students:

[The Division for Equity and Inclusion provides succinct statements](#) to include on syllabi, in Canvas shells, or on in-class powerpoint slides in class to communicate welcome and respect. Please consult the site for UNM's Indigenous Peoples' Land and Territory Acknowledgment, as well as labor and immigrant acknowledgments. New possible language on respecting Religions and Faith Traditions is below:

Religions and Faith Traditions: The University of New Mexico promotes respect for all religions and faith traditions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or cultural observance, or due to related travel, is encouraged to speak with their instructor about an excused absence and opportunities to make up, without unreasonable burden, any work that has been missed.

Fall 2025 Instructor Opportunities

In spring 2025, the UNM Faculty Senate adopted a [Framework for Teaching and Learning Principles](#), which lays out a set of aspirations for building a thriving learning environment at UNM

as well as meeting [Goal 2 of UNM 2040](#). These frameworks provide opportunities for you to hone your skills and participate in the shared work of enabling undergraduates and graduate and professional students to persist to graduation.

Engaging Student Learning Support for your Classes

The Center for Teaching and Learning (CTL) offers a variety of services, such as tutoring in STEM, writing, and languages, integrated support like supplemental instruction, embedded tutoring (for both in-person and online courses), and in-class workshops on writing and learning strategies. Resources are designed to align with your teaching goals. As your partner in fostering a stronger learning environment, CTL also offers tailored recommendations for integrating student support into your curriculum. Contact Stephanie Sánchez at stephs@unm.edu, or visit the CTL website for more [tips and tools](#). The opportunity to apply for Spring 2026 peer learning facilitator support will be circulated in Fall 2025 as well.

Get Set/Reset offered by the Center for Teaching and Learning

Get Set/Reset, on August 13 from 9 a.m. to 3:45 p.m. will help you prepare for the teaching semester. All sessions will be offered via Zoom. Topics include building inclusive learning communities, launching your course with confidence, open communication and transparent assessment, and opportunities to reflect and plan for the upcoming semester. [See the detailed schedule for times and Zoom links.](#)

2024-25 Communities of Practice for Faculty

Teaching with AI: Led by Jet Saengneon, Megan Hauser, Mitch Marty, and Baset Haridy. This team of instructional designers, who have been supporting instructors in making choices about AI in their teaching since ChatGPT first launched to the public, will engage faculty in developing approaches to AI use in the classroom.

Student Experience Project: Faculty Fellows apply socio-psychological interventions tested at UNM to improving academic outcomes. (Fall 2025 cohort has already been formed; see Spring Call for Fall 2026 Participation). Contact: Joe Suilmann, suilmann@unm.edu.

New Faculty Student Experience Project. New faculty meet as a new community to learn about easily implemented interventions to create a successful classroom environment. Lead: Dr. Erin Shortlidge, Executive Director of CTL. Call for Participation sent directly to new faculty. Contact: Joe Suilmann, suilmann@unm.edu.

Intersectional STEM: Lead: Nancy López.

Improving Gateway STEM (working group). Lead: Kimran Buckholz

Faculty Wellbeing. Lead: Leola Paquin

Designing for Depth and Engagement. Explore how to create transformational learning experiences using backward design, active learning, authentic assessment strategies, and informed by an asset-based approach to your design choices. This community of practice supports instructors in creating inclusive, engaging courses that honor students' strengths, deepen learning, and spark connection. Sessions include resource sharing, collaborative problem-solving, and space to apply new ideas. This Spring CoP is meant to continue the work of the New Faculty Student Experience Project taking place in the fall. While we will be prioritizing spaces for faculty new to UNM, we welcome all to apply. Leads: Jet Saengngoen, Magdalena Vázquez Dathe, and Stephanie Spong.

Collaborative student success projects

Here is a set of ambitious projects undertaken by faculty and administrative leaders to strengthen student persistence and hit our goal of 80% third-semester retention by 2030.

Improving Lower-Division Math: The goal is to shorten and define STEM and non-STEM math pathways and to improve course success rates and persistence at UNM. A pilot curriculum and placement system has launched for Fall 2025 on the Albuquerque campus. Leads: Dr. Monika Nitsche, Cash Clifton, Karon Klipple, Khalid Ifzarene, and Patrick Denne and collaborations with the College of Arts & Sciences, University College, the School of Engineering, the Office of Advising Strategies, and Undergraduate Research, Arts and Design. Contact: Tim Schroeder, schroeder@unm.edu.

Faculty Student Experience Project: The goal is to leverage resources, from professional course design and student learning support to communication plans and student outreach, to increase student course persistence and support faculty teaching large enrollment courses. Collaborators: Sushilla Knottenbelt, Stephanie Spong, Pamela Cheek, Caleb Richardson, Fred Gibbs, Sharon Nepstad, Diana Torrez, Ben Hanelt, Eli Wilson, Daisy Atterbury, Luke Gorton, Jillian Stafford, Diana Habel-Rodriguez, Ezra Depperman, Mark Morgan-Tracy, Jose Sanchez. Contact: Joe Suilmann, suilmann@unm.edu.

Elevating General Education: The goal is to embed college transition skills in general education courses and for faculty to develop and share a bank of transition skill resources for use in gen ed areas. Lead: Cait Lippett in collaboration with General Education faculty. Contact: Joe Suilmann, suilmann@unm.edu.

Faculty Working Group

Best practices for Syllabus and Curriculum Design: Nicole Capehart (Faculty Senate Curricula Committee), Cait Lippett (Faculty Senate Teaching Enhancement Committee, Patrick Manning (Faculty Senate Graduate and Professional Committee), Eva Rodriguez-Gonzalez, Stephanie Spong. Contact: Pamela Cheek, pcheek@unm.edu

With best wishes for the semester from the entire team in Academic Affairs.

Is there anything we have missed, or do you have any questions? Please, let us know by contacting Pamela Cheek at pcheek@unm.edu.