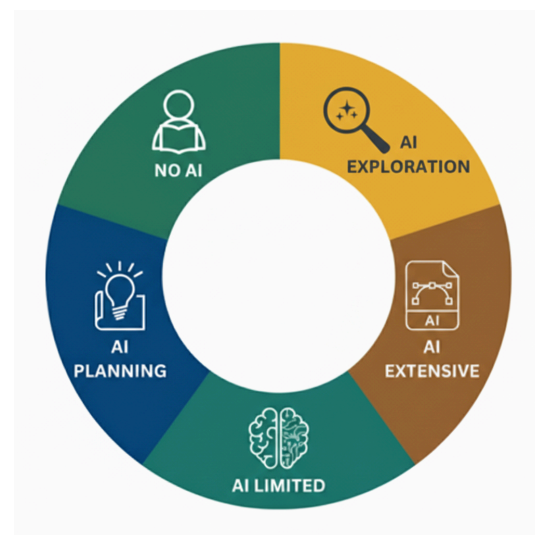


NMU AI Acceptable Use Framework for Academic Tasks

This AI Acceptable Use Framework establishes clear guidelines on when and how artificial intelligence (AI) tools may be used in academic work. By providing consistent communication across NMU courses, this framework enables faculty to design meaningful learning experiences with explicit expectations, while allowing students to confidently navigate their coursework with clear guidance on when and how to leverage AI tools.

The framework isn't about restriction—it's about purposefully considering when AI enhances academic work versus when it might impede skill development or competency assessment. Students are responsible for being knowledgeable and complying with the NMU Student Handbook, including the regulation on Academic Dishonesty. The use of AI should be acknowledged according to the expectations of the course instructor.

While this framework guides acceptable AI use, AI tools should complement—never replace—the human connections and expertise that are foundational to the NMU educational experience. We encourage the entire NMU community to prioritize engaging with our wealth of human resources—including professors, peers, and specialists in the various academic support offices—who provide the critical thinking, personalized feedback, and specialized knowledge that go beyond what any AI tool alone can offer.

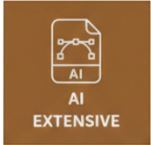


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Category	Description	Example of Tasks <i>*This is not an exhaustive list</i>	Examples of Possible Documentation Requirements
	AI may not be used at any point during the task.	- Exams and quizzes - Professional or skills evaluations	N/A
	AI may be used for planning during pre-task completion activities only.	- Initial research and brainstorming - Outlining and strategy development	- A log of AI interactions used during planning (including prompts and responses) - Reflection on which AI suggestions were helpful and why
	AI may be used in a limited way to complete only specific aspects of the task as directed by the course instructor.	- Poster presentations (e.g., using AI to help with layout design while creating content independently) - Revision and refinement based on AI Feedback	- A log of AI interactions used for specified components (including prompts and responses) - Brief explanation of how AI output was evaluated and used for specified components.
	AI may be used extensively to complete any element of the task as directed by the course instructor. The instructor may allow students to determine the extent of AI use at their discretion.	- Complex data and evidence analysis. - Creating practice scenarios for skills practice	- Reflection on decision-making process for when and how AI was used - Explanation of how AI output was refined, evaluated, and integrated into the final work
	AI use is required to complete the task. AI serves as both a subject of inquiry and an innovation catalyst to enhance problem-solving or generate novel insights.	- Exploring interdisciplinary approaches to complex challenges - Exploring AI usage in professional practice, education and research. - Designing future-focused education models using AI (interactive chatbots, study skills application development)	- Critical analysis of the strengths and limitations of AI for specified applications. - Reflection on how AI transformed thinking and problem-solving processes