DCA's Policy on AI

We believe that Artificial Intelligence (AI) can be a useful tool that furthers the mission of DCA. Therefore, we will neither embrace it unguardedly nor reject it outright. For further instruction in its use at DCA, see DCA's Philosophy on the Use of AI below.

DCA's Philosophy on the Use of AI

We believe that Artificial Intelligence (AI) should be viewed as a tool and not a source. As a result, we encourage the use of AI for quickly gaining information from sources, compiling that information, and presenting that information. However, that AI-generated information must still be assessed as to its veracity, significance, and pertinence for the task at hand. Without this informational assessment, we are allowing the tool to become the source and that which shapes (or manipulates) our lives.

As with any tool used in our academic setting, we want it to be used to facilitate the learning process for our students. That process includes the teacher's effort to disseminate vital information, the student's work to understand and absorb that information, as well as the final step for the teacher to assess both the student's comprehension and implementation of that information. We believe that it is wrong for us to allow the tool of AI to usurp or even to manipulate any of this process – where it occupies the role of "for us" and "instead of us" rather than "aiding us."

In addition, since the use of this tool is becoming normative in our culture, we want to instruct, guide, and prepare our students for the proper use of this tool in our world. While God's Word doesn't specifically address the use of AI, it does provide principles for us that guide us in our evaluation of and use of AI in our setting.

In regard to these principles, we want to consider the following:

1. Does the use of this tool violate instruction from God's Word?
   Yes, when the improper use of this tool results in:
   a. uncritical acceptance of information (foolishness)
   b. claiming intellectual knowledge that is not one's own (stealing)
   c. not citing the source of the intellectual work submitted (lying)

   No, when the proper use of this tool results in:
   a. critical assessment of information accessed (increase in knowledge)
   b. proper citation of the source of information (truthfulness and honesty)
2. Is the use of this tool developing biblical virtue?
   Yes, when the proper use of this tool results in the wise use of one's time for:
   a. expansive discovery of information
   b. compilation and summation of vast amounts of information
   c. improving the presentation and benefit of information

   No, when the improper use of this tool results in:
   a. forgoing developing the ability to think critically about information

    b. bypassing the intellectual struggle of learning and growing in knowledge
    c. failure to address and adapt to particular needs
3. Does our use of assignments unnecessarily tempt our students to use this tool improperly?
    Yes, when we give an assignment:
        a. lacking in consideration of the tools needed to fulfill the assignment
        b. lacking in guidance in the potential and proper use of AI for this assignment
        c. lacking the proper time to complete the assignment
        d. lacking the explanation of consequences for the improper use of AI
        e. lacking consistent accountability
    No, when we give an assignment:
        a. properly designed for any potential use of AI
        b. clearly guided with parameters as to the use of any AI
        c. provided with appropriate time for completion
        d. clearly stated consequences and follow through
4. Are we creating an unhealthy dependency on a volatile tool?
    Yes, when we forget that AI:
        a. may be costly in the future (presently it costs the provider 37¢ per request)
        b. has limited morality to its discoveries
        c. that it changes constantly (wastes time fact-checking)
    No, when we remember that AI:
        a. is simply a present means to an end
        b. discoveries need to be assessed (skillful assessment supersedes discovery)
        c. is used when the benefit outweighs the cost
5. Can the use of this tool provide an accurate assessment of understanding and learning?
    Yes, when we:
        a. proactively guide the student's use of the tool for input of information
        b. strategically designate its usage for the student in class and assignments
        c. carefully avoid its usage for output of learning
    No, when we:
        a. allow the students to use AI for any unguided work
        b. don't develop a strategic plan for assessments

Possible ways to provide guidelines for students:

- Craft well-devised lesson plans – strategic implementation of guidelines
- Discipleship: Missional implementation of accountability in the use of AI
- Use scenario-based learning – teaching and modeling the ethical use of AI