

Various Classroom Policies for AI Generative Tools

This resource is created by [Lance Eaton](#) (contact him via [email](#), [Twitter](#), or [LinkedIn](#)) for the purposes of sharing and helping other instructors see the range of policies available by other educators to help in the development of their own for navigating AI-Generative Tools (such as ChatGPT, MidJourney, Dall-E, etc).

#	Course & Institution	Policy	Other info (name, soc media handle, link etc)
1	Digital Interventions - AI & Education College Unbound	There are situations and contexts within this course where you will be asked to use AI tools to explore how they can be used. Outside of those circumstances, you are discouraged from using AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.	Lance Eaton @leaton01 (Twitter) LinkedIn CU's Institutional Strategy for AI Generative Tools
2	SSU Writing In the Workplace, CU Writer's workshop/Learning From Experience NS First Year Seminar Salem State University, College Unbound, North Shore Community College	ARTIFICIAL INTELLIGENCE (AI) USE POLICY This policy covers any generative AI tool, such as ChatGtP, Elicit, etc. This includes text and artwork/graphics/video/audio. 1. You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment. 2. If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. No more than 25% of an assignment should be created with AI if the instructor gives permission for its use. 3. You must sign the AI contract that you understand and agree to these policies.	Sandy Fyfe
3	INSDSG 601 - Foundations of	No restrictions	Rebecca Hogue I'm going to

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	Instructional design and learning technology University of Massachusetts Boston		create an assignment around it - to see what they think and how they might use it.
4	Theater courses at a small liberal arts college	"All work submitted in this course must be your own. Contributions from anyone or anything else- including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow the institution's policy to the letter in those instances."	Shared by Harmania on Reddit
5	N/A	"any text- generating software (such as ChatGPT, iA Writer, Marmot or Botowski) is not permitted, and it will be treated as plagiarism"	Shared by AtheistET on Reddit .
6	University of Pennsylvania	You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant Penn policies.	Holly Fernandez-Lynch shared on Twitter
7	EDUC 6191: Core Methods in Educational Data Mining University of Pennsylvania	Within this class, you are welcome to use foundation models (ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, and anything after) in a totally unrestricted fashion, for any purpose, at no penalty. However, you should note that all large language models still have a tendency to make up incorrect facts and fake citations, code generation models have a tendency to produce inaccurate outputs, and image generation models can occasionally come up with highly offensive products. 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 handin; you will be penalized for using a foundation model without acknowledgement. Having said all these disclaimers, the use of foundation	Ryan S. Baker

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		models is encouraged, as it may make it possible for you to submit assignments with higher quality, in less time. 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.	
8	N/A	All cases of academic misconduct will be referred to the Office of Student Conduct. Academic Misconduct includes (but is not necessarily limited to) using ideas, words, images, or content in any other media that you did not create and presenting that content as if you were the creator. Copying content that other people created—either directly or in a modified form—without properly acknowledging the creator qualifies as academic misconduct, as does utilizing unauthorized digital tools such as artificial intelligence to create content. An assignment that is found to have been plagiarized or to have used unauthorized tools will automatically receive a zero and you will not be given an opportunity to repeat the assignment for a passing grade. Depending on the severity of the case, academic misconduct may result in a failing grade in the course.	N/A
9	Social Media Marketing UMASS Lowell	The beta release of Dall-E-Mini in July 2022 and ChatGPT in November 2022 are among many tools using artificial intelligence. There is a good possibility that using tools like these are going to become an important skill for careers in the not distant future (https://www.theguardian.com/commentisfree/2023/jan/07/chatgpt-bot-excel-ai-chatbot-tech). In the meantime though, it's going to take a while for society to figure out when using these tools is/isn't acceptable. There are three reasons why: * Work created by AI tools may not be considered original work and instead, considered automated plagiarism. It is derived from previously created texts from other sources that the models were trained on, yet doesn't cite sources. * AI models have built-in biases (ie, they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources) * AI tools have limitations (ie, they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments with incomplete information at hand) Given these (important) ethical caveats, some scholars in computational sciences debate if the hype over AI-based tools-- especially as "automated plagiarism" tools-- should be heeded at all (https://irisvanrooijcogsci.com/2023/01/14/stop-feeding-the-hype-and-start-resisting/). For the time being, I'm tentatively, pragmatically augmenting my	Spencer Ross

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		academic integrity policy with a policy regarding a responsible use of AI-based tools in my class. This policy was developed from a response by ChatGPT-3 (2023) and edited on critical reflection by me: Academic integrity is a core principle at UMass Lowell and it's vital that all students uphold this principle– whether using AI-based tools or otherwise. For my class, a responsible use of AI-based tools in completing coursework or assessments must be done in accordance with the following: 1. You must clearly identify the use of AI-based tools in your work. Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" 2. You must be transparent in how you used the AI-based tool, including what work is your original contribution. An AI detector such as GPTZero (https://gptzero.me/) may be used to detect AI-driven work. 3. You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws. 4. You must not use AI-based tools to cheat on assessments. 5. You must not use AI-based tools to plagiarize without citation. Violations of this policy will be dealt with in accordance with UMass Lowell's academic integrity policy. If you are found in violation of this policy, you may face penalties such as a reduction in grade, failure of the assignment or assessment, or even failure of the course. Finally, it's your responsibility to be aware of the academic integrity policy and take the necessary steps to ensure that your use of AI-based tools is in compliance with this policy. If you have questions, please speak with me first, as we navigate together how best to responsibly use these tools. ChatGPT-3. (2023, January 10). "Write a syllabus policy about the academic integrity of students using ai-based tools." Generated using OpenAI. https://chat.openai.com/	
10	Digital Analytics	As most of us have had a chance to explore new AI tools like ChatGPT, they can be an amazing assist much like a calculator is for math classes. The best way to use it for idea generation, synthesis, rephrasing, essentializing and gathering information about the typical understanding of a topic. However, it should be you that guides, verifies and crafts your ultimate answers, so please don't just cut and paste without understanding. Let's leverage the tools as an extension of ourselves with a base of knowledge to make them powerful.	Thinker Metrics

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11	Creative Writing Salem State University	Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism. Ethics still matter and plagiarism is a serious Salem State University offense.	Lis Horowitz
12	MBA 650 Capstone Strategic Management Daemen University	Policy on Use of Chatbots, such as ChatGPT and Moonbeam, or similar programs, for MBA/ACC 650 Writing Assignments. Your instructor will discuss in class the ways in which students could use ChatGPT or similar systems that are acceptable. Except for those situations, the following policy will apply. • Purpose: This policy aims to ensure the academic integrity and originality of university writing assignments by prohibiting the use of chatbots to complete assignments. • Scope: This policy applies to all students in the Daemen University MBA/ACC 650 spring 2023 course. The policy applies to any writing assignments submitted for academic credit, including but not limited to essays, research papers, and projects. • Policy: It is strictly forbidden to use chatbots or any other automated software to complete university writing assignments except under the conditions explained in class by your instructor. • Violation of this policy may result in disciplinary action, up to and including revocation of credit for the assignment, and other sanctions as described for plagiarism in the university's academic honesty policy.	Dr. Paul McAfee Because ChatGPT is so new, and because I have not taught when ChatGPT was available to my students, it is difficult to write a closed-ended policy for its use. I will have to work with the students this semester to explore how they can use the tool without crossing academic integrity lines. We also will explore the "stochastic parrot" ethical aspects of ChatGPT and other new AI

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			tools.
13	Introduction to Sociology Columbus State Community College	Some student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated answers constitutes plagiarism and is a violation of CSCC's student code of conduct.	Mary Reiter Each assignment has an academic integrity statement that reads, "Submitting AI generated text is not permitted"
14	Writing 2: Rhetoric and Composition, Theme: Writing and Memory University of California, Santa Cruz	All assignments should be your own original work, created for this class. We will discuss what constitutes plagiarism, cheating, or academic dishonesty more in class. [...] You must do your own work. You cannot reuse work written for another class. You should not use paraphrasing software ("spinbots") or AI writing software (like ChatGTP).	Dan Copulsky @dcopulsky In class we discussed how academic integrity rules vary by class and that the rules I've offered are tied to the learning outcomes for this class as a writing class.
15	CORE-2096: Digital Literacies and Intercultural Learning American University in Cairo	Transparency: When/if you use Artificial Intelligence (AI) platforms in your assignments, please write a note to clarify where in your process you used AI and which platform(s) you used. We will discuss this more throughout the semester in class, and you are encouraged to reflect on this in your writing as well. Please note that what the AI writing tools generate is often inaccurate and you may have to exert effort to create something meaningful out of them. I also hope that when the assignment is about reflecting on your own opinion or experience, you will do so.	Maha Bali @Bali_Maha

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16	Advanced Quantitative Analyses Clemson University	Artificial Intelligence Policy: Are all of our classes now AI classes? A. I expect you to use AI (e.g., ChatGPT, Dall-e-2) in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I will provide basic tutorials about how to leverage it for our work. However, be aware of the limits of these software systems. B. AI is vulnerable to discrimination because it can inadvertently (or intentionally) perpetuate existing biases present in the data it is trained on. For example, if an AI system is trained on data that contains a bias against a certain group of people, the system may make decisions that are unfair or discriminatory towards that group. C. There are several reasons why AI systems can perpetuate discrimination: i. Bias in the training data: If the training data contains biases, the AI system may learn and replicate those biases in its decision-making. ii. Lack of diversity in the training data: If the training data does not include a diverse range of examples, the AI system may not perform well on diverse inputs, which may lead to discrimination. iii. Lack of transparency: Some AI systems can be difficult to understand and interpret, making it challenging to detect and correct for biases. iv. Lack of accountability: Without proper oversight and accountability, it can be difficult to identify and address discrimination in AI systems. v. It is important to keep in mind that these biases can be unconscious, unintended and hard to detect, but they can have serious consequences if they are not addressed. D. AI can be a valuable tool for augmenting human decision-making and critical thinking, but it is not a replacement. E. AI is a tool, just like a pencil or a computer. However, unlike most tools you need to acknowledge using it. Pay close attention to whatever information you use in your own work that is produced from Ai, and explain how/what you used at the end of assignments. My recommendation is to screen shot and save everything (i.e., what prompts you used, what answers were produced, where, why, and how). This is new territory, but basic attribution rules still apply. Cite everything, otherwise you are likely violating academic integrity policies. F. If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get better outcomes. This will take time and practice. G. Don't trust anything the systems says. Assume it is wrong, unless you	Ryan Gagnon

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		already know the answer and can verify with trusted sources. It works best for topics you deeply understand. H. Use your best judgement to determine if/where/when to use these tools. They don't always make products easier and/or better. I. Large language models and chatbots are ""look back"" machines. They don't advance knowledge (yet). ChatGPT-3 uses data from 2021 and earlier (a lot has changed since 2021). Note...some of this was written with Ai; OpenAI. (2021). GPT-3 API. Retrieved from https://beta.openai.com/docs/api-reference/introduction	
17	Draft of AI statement for any syllabus Middle Tennessee State University	Use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct.	Tara Perrin, Instructional Designer
18	Specialization for Insects Wharton School University of Pennsylvania	I expect you to use AI (ChatGPT and image generation tools, at a minimum), in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I provide tutorials in Canvas about how to use them. I am happy to meet and help with these tools during office hours or after class. Be aware of the limits of ChatGPT: If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work. Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand. AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so	Ethan Mollick

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		is in violation of the academic honesty policies. Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.	
19	Teaching HASS (Humanities and Social Sciences) Curriculum in Primary School "Use of AI tools in EDUC2760* University of Queensland (UQ), Australia	We will use AI tools that harness large language models, including ChatGPT (and DALL-E 2 among others), as pedagogical opportunities for learning and teaching in the course. Doing so aligns with the course objective on digital literacies (course objective 4) and opens up a class dialogue about the role of AI in education, including opportunities and complexities for teachers' everyday work in facilitating the learning of diverse student cohorts. AI in education is a vital topic for pre-service teachers who have to navigate ongoing changes in the educational landscape caused by digital technologies like AI and machine learning. Maintaining high ethical standards of integrity as per UQ policy and as professional teachers mean any use the AI in assessment tasks will be identified and referenced. At the beginning of the course, we will co-create a class agreement on the use of AI tools that ensures everyone has equal access to such tools and knowledge of their benefits and limitations; understands the appropriate use of them; and is clear on policies and procedures for their use. The co-created class agreement will align with UQ's academic integrity policies and procedures. We will revisit the agreement throughout the semester to ensure all students and the teaching team have a shared understanding of expectations and policies while recognising we will hold differing personal and professional views on AI in education. *I wrote this text and then input it into ChatGPT with the following prompt: Review some text for grammar and spelling. The output found no spelling errors but is limited to US English spelling. The output also made three suggestions to revise sentences for conciseness. One suggestion made no sense, another messed up comma use but reduced some words that I adopted, and the last one I took on board (reduced repetition in the first sentence where I had referred to 'in the course' twice).	Kelly Matthews Twitter Publicly Accessible Syllabus
20	Examples provided for all courses University of	The Center for Teaching & Assessment of Learning at the University of Delaware has developed four sample syllabus statements at https://sites.udel.edu/ctal/advanced-automated-tools/#syllabus-language. Additional text for most of these recommendations is included at that webpage, including an acknowledgement of Spencer Ross's sample citation	Kevin R. Guidry

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	Delaware	language for GPT-3. Use prohibited Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools. Use only with prior permission Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. Use only with acknowledgement Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" Material generated using other tools should follow a similar citation convention. Use is freely permitted with no acknowledgement Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course; no special documentation or citation is required.	
21	Freshman Composition Old Dominion University	Submitting work containing any content generated by artificial intelligence (AI) when not explicitly directed to do so by the instructor will be considered an act of academic dishonesty.	Elizabeth Vincelette
22	Introduction to Critical Theory George Washington University	Policy on the use of generative artificial intelligence tools: Using an AI-content generator such as ChatGPT to complete assignment without proper attribution violates academic integrity. 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.	Alexa Alice Joubin

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		Learning to use AI responsibly and ethically is an important skill in today's society. Be aware of the limits of conversational, generative AI tools such as ChatGPT. • Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master "prompt engineering" by refining your prompts in order to get good outcomes. • Fact-check all of the AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The currently AI models will confidently reassert factual errors. You will be responsible for any errors or omissions. • Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies. If you merely use the instructional AI embedded within Packback, no disclosure is needed. That is a pre-authorized tool. Here are approved uses of AI in this course. You can take advantage of a generative AI to: • Fine tune your research questions by using this tool https://labs.packback.co/question/ Enter a draft research question. The tool can help you find related, open-ended questions • Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts • Check grammar, rigor, and style; help you find an expression	
23	ENG101, ENG102 for Cybersecurity, Applied A.I. & Business Fields of Interest Chandler Gilbert Community College	Policy on CHATGPT or other A.I. created/A.I. Augmented work : 1)Using a product or technology (ChatGPT, Dall-E, etc.) in the course to create or aggregate synthetic content for the course such as any course writing, brainstorming, generating a draft, a works cited source bank, answering discussion groups, substitute or impersonate you in zoom, classroom, breakout rooms, collaboration, group work, or other attendance activities, is considered academic misconduct similar to plagiarism or violations of the honor code. 2)Using a product or technology as identified above to help you edit your work (improve your quality as defined by course instruction, course definitions, standards & expectations, and rubrics) is not a violation of the honor code statement, as long as you cite the tool or identify it as a partner or augmentation in use for a course related activity before submitting your work.	Miguel Fernandez

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24	HI 371, Baseball as American History Bentley University	A Few Words about Generative AI (e.g. ChatGPT) Writing is integral to thinking. It is also hard. Natural language processing (NLP) applications like ChatGPT or Sudowrite are useful tools for helping us improve our writing and stimulate our thinking. However, they should never serve as a substitute for either. And, in this course, they cannot. Think of the help you get from NLP apps as a much less sophisticated version of the assistance you can receive (for free!) from a Bentley Writing Center tutor. That person might legitimately ask you a question to jump-start your imagination, steer you away from the passive voice, or identify a poorly organized paragraph, but should never do the writing for you. A major difference here, of course, is that an NLP app is not a person. It's a machine which is adept at recognizing patterns and reflecting those patterns back at us. It cannot think for itself. And it cannot think for you. With that analogy in mind, you will need to adhere to the following guidelines in our class. Appropriate use of AI when writing essays or discussion board entries • You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word) • You are free to use app recommendations when it comes to rephrasing sentences or reorganizing paragraphs you have drafted yourself • You are free to use app recommendations when it comes to tweaking outlines you have drafted yourself • Inappropriate use of AI when writing essays or discussion board entries • You may not use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, chatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, https://chat.openai.com/). • You may not have an app write a draft (either rough or final) of an assignment for you Evidence of inappropriate AI use will be grounds for submission of an Academic Integrity report. Sanctions will range from a zero for the assignment to an F for the course.	Chris Beneke

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		I'm assuming we won't have a problem in this regard but want to make sure that the expectations are clear so that we can spend the semester learning things together—and not worrying about the origins of your work. Be aware that other classes may have different policies and that some may forbid AI use altogether	
25	BIOL 4293: Scientific Communication Texas Woman's University	"All assignments in this course are individual assignments. In this class, you will often be discussing course concepts with your classmates and with me, but when you sit down to complete a quiz, write a discussion post, or work on a project, I expect you to do the actual work independently. This is the only way that I will be able to tell what you have learned. You may not use non-TWU "tutoring services" such as Chegg or Course Hero for this course. Paying someone else to do your classwork is the opposite of learning. You may not use artificial intelligence tools to complete your assignments in this course. Your major projects in this course are open-book and open-note. However, plagiarism from any source is prohibited, both by university policy and by federal law. Any written assignments, including quizzes, projects, and discussion posts, must be your own, original work. You cannot directly copy word-for-word from any source, including a textbook, even if you provide a citation. Copying someone else's words denies credit to the original author, and it also robs you of the opportunity to deepen your understanding by putting things in your own words. We will be using the Turnitin tool on many assignments in this course as a way to teach you to identify and avoid plagiarism. You will be able to see your similarity report as soon as you submit an assignment. If you notice that you have accidentally committed plagiarism, you should rewrite your assignment and resubmit it. If I notice that you have accidentally plagiarized, I will contact you and ask you to rewrite and resubmit, and I will not grade your assignment until I receive your new submission."	Ann Davis, Ph.D. This is an online asynchronous course teaching students how to communicate science to scientist and non-scientist audiences; as such, it is extremely important that students do the writing themselves rather than outsourcing it. I have a discussion assignment early in the course on ethical challenges in science publishing (plagiarism, reproducibility, predatory publishing,

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			etc), and this semester I included an article about the promises and pitfalls of AI tools as part of this assignment. Many of the students were startled to discover that these tools can return biased or factually incorrect answers.
#2 6	Computing & Data Sciences Boston University	Students shall 1. Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. 2. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). 3. Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed. 4. Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged. 5. Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.	More Details

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		Instructors shall 1. Seek to understand how AI tools work, including their strengths and weaknesses, to optimize their value for student learning. 2. Treat work by students who declare no use of AI tools as the baseline for grading. 3. Use a lower baseline for students who declare use of AI tools, depending on how extensive the usage, while rewarding creativity, critical nuance, and the correction of inaccuracies or superficial interpretations in response to suggestions made by AI tools. 4. Employ AI detection tools to evaluate the degree to which AI tools have likely been employed. 5. Impose a significant penalty for low-energy or unreflective reuse of material generated by AI tools and assigning zero points for merely reproducing the output from AI tools. This policy recognizes that 1. This policy depends on goodwill, a sense of fairness, and honorable character. 2. Some instructors may prefer stronger restrictions on the use of AI tools and they are free to impose them so long as care is taken to maintain transparency and fairness in grading. 3. This policy takes account of the existence of subscription versions of AI tools, which are not affordable for some students; the policy may need to be revised as the differences between subscription and free versions become better understood. 4. This policy may be revised in light of other policies and novel technological developments in AI tools.	
27	English Division Policy for ENGL 1301, 1302, 2322, 2323, 2328 Northeast Lakeview College	Unless otherwise explicitly instructed, students are not allowed to use any alternative generation tool for any type of submission in this course. Every submission should be an original composition that the student themselves wholly created for this course. Faculty reserve the right to use Artificial Intelligence (AI) detection software to find instances of AI-generated writing in student submissions. The findings are binding and can be subject to student code of conduct, academic dishonesty, and plagiarism policies in the course. Students who use AI software to compose assignments will face disciplinary action.	Angela Brazeal Hager
28	Innovation	General points:	Elena

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	Design Engineering Imperial College, London	• AI models are powerful and can be an effective way to check the quality of your written work, prompt new ideas, or generate simplified explanations of complex topics to support your learning. • Submitting work and assessments created by someone or something else, as if it was your own, is plagiarism and is a form of cheating and this includes AI-generated content. Please refer to Imperial College's Academic Misconduct Procedures for further information. • Natural language processing models work by predicting what text is most likely to follow previous text based on the information it has ingested. Therefore, it can often return incorrect or false information. For example, it may return non-existent academic references. Imperial College Guidance: https://www.imperial.ac.uk/about/leadership-and-strategy/provost/vice-provost-education/conversational-ai-tools-guidance/ Image Generation/ Video/ Design Production for IDE project work: • Identify which AI-powered platform or tool was used to generate the image(s) and/or video(s) in your work, such as Midjourney, DALL-E, or Stable Diffusion (and others). • Provide the specific input parameters, prompts, or preferences that you provided to the platform or tool to guide the image/video generation process. • Clearly state that the image(s)/video(s) were generated using AI with the platform referenced. • If you have used AI extensively in images, videos or project parts, we need to see a flowchart with a chain of commands and prompts to evaluate your technical skill in creating assets with AI. Text/Code Generation: • Identify which AI-powered platform or tool was used to generate the text in your work, such as Chat GPT, Bard etc. • Provide the specific input parameters, prompts, or preferences that you provided to the platform. • Please be advised that you cannot use the platforms to create substantial parts of your Report, as this can be defined as plagiarism. Example: "Write me an introduction on xyz" is not acceptable, however spell-checking for example is acceptable- also refining the style and quality of text through, as long as you generated the input. • Please be aware that any text uploaded on the platforms will feed into training data, hence it may account for a publication of your work. This is potentially an issue for future patent protection. • If you have used AI extensively to create code or project parts, we need to see a flowchart with a chain of commands and prompts to evaluate your	Dieckmann

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		technical skill in creating assets with AI.	
29	CS 601.471/671 NLP: Self-supervised Models Johns Hopkins University	Cheating is wrong. Cheating hurts our community by undermining academic integrity, creating mistrust, and fostering unfair competition. The university will punish cheaters with failure on an assignment, failure in a course, permanent transcript notation, suspension, and/or expulsion. Offenses may be reported to medical, law or other professional or graduate schools when a cheater applies. Violations can include cheating on exams, plagiarism, reuse of assignments without permission, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Ignorance of these rules is not an excuse. Academic honesty is required in all work you submit to be graded. Except where the instructor specifies group work, you must solve all homework and programming assignments without the help of others. For example, you must not look at anyone else's solutions (including program code) to your homework problems. However, you may discuss assignment specifications (not solutions) with others to be sure you understand what is required by the assignment. If your instructor permits using fragments of source code from outside sources, such as your textbook or on-line resources, you must properly cite the source. Not citing it constitutes plagiarism. Similarly, your group projects must list everyone who participated. In the above paragraph ""outside sources"" also include content that was produced by an AI assistant like ChatGPT. This follows either by treating the AI assistant as a person for the purposes of this policy (controversial) or acknowledging that the AI assistant was trained directly on people's original work. Thus, while you are not forbidden from using these tools, you should consider the above policy carefully and quote where appropriate. Assignments that are in large part quoted from an AI assistant are very unlikely to be evaluated positively. In addition, if a student's work is substantially identical to another student's work, that will be grounds for an investigation of plagiarism regardless of whether the prose was produced by an AI assistant.	Daniel Khashabi More information here.
30	ENG 1510 Ohio University	Development as a writer requires personal investment and practice. Chat GPT and AI platforms are tools that good writers may rely on in some situations. Part of your development as a writer entails critically considering different occasions and developing a rationale for the appropriate use of AI writing tools. In this class, we ask that you keep an open line of communication with the instructor regarding the use of AI writing tools. It is important to consult your instructor BEFORE using them in an assignment. If,	Paul Shovlin

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		in consideration with your instructor, you do use Chat GPT or other AI tools, cite them in your Works Cited page and be prepared to argue a rationale for the appropriateness of their use. These are matters of concern because over reliance on technology can impede the growth of your writing skills and offset the learning outcomes for the course.	
31	Advanced Legal Writing Howard University School of Law	I expect you to use technology in this class. Technology can be as useful for writers as a calculator is for mathematicians. Some tools, such as styles and automated cross-references and tables of contents in MS Word, may already be familiar to you. Other tools, such as Zotero for citation management, West or Lexis' brief-check tools, or ChatGPT for summarizing articles, may be less so. Learning to use technology appropriately is important for lawyers. We will cover some of them in class. Others you are expected to experiment with at home. You must use them in order to learn their limits. Generative AI tools can be invaluable for generating ideas, identifying sources, synthesizing text, and starting to understand what is essential about a topic. But YOU must guide, verify and craft your work product; do not just cut and paste without understanding. In particular, I want to warn you about the limits of tools like ChatGPT: ● If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work. ● Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand. ● AI is a tool, but one that you need to acknowledge using. Often that means a citation explaining what tool you used and how you used it that follows immediately after its use. Using these tools without proper citation constitutes plagiarism. ○ If you copy verbatim from an AI tool, you must provide a citation and quotation marks, which will indicate that the words used were not your own. ○ If you paraphrase an output from an AI tool, you must provide a citation (but not necessarily quotation marks), indicating that the idea, format, and syntax were not originally your own. ○ Other times, it may be appropriate to include a paragraph at the end of any assignment where you used an AI tool in which you explain what you used the AI for and what prompts you used to get the results.	Matthew Bruckner

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		Failure to do so is in violation of the academic honesty policies because the information derived from these tools is based on previously published materials and is not the product of your own, unaided mind.	
32	DLHE 7305: Introduction to Digital Learning Environments (doctoral level) St. Edward's University	Generative Artificial Intelligence (AI) Tools You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should note, however, that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. Generative AI also derives its output from previously created texts from other sources that the models were trained on, yet doesn't cite sources. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if you use Artificial Intelligence (AI) platforms in your assignments, please write a note to clarify where in your process you used AI and which platform(s) you used. See this article for proper APA formatting of such citations: How to cite ChatGPT	APA instructions on citing Thanks to the models shared through this resource. I specifically modeled mine on #6 by Holly Fernandez-Lynch, #9 by Spencer Ross and #15 by Maha Bali.
33	Business Law Grand Rapids Community College	Academic Dishonesty Submit your own work. If you use a source for support, include quotes and a citation. Academic dishonesty includes taking content from an Internet search, another person/entity, or AI technology such as ChatGPT (either directly or with modification) and representing it as your answer.	
34	RELE515 - Faith and Flourishing Linda University	AI tools like ChatGPT are designed to assist humans with their work. However, it is important that students understand the appropriate use of AI to avoid academic misconduct. The following guidelines apply to the use of AI in this course: - If utilized, AI should be used to enhance and supplement academic work, not to replace it. - Students must properly cite any information obtained from AI. - Students must not use AI to obtain answers on assessments. 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 based on personal experiences, cultural contexts, or ethical considerations. Therefore, it is important, if used, to use AI as a complementary tool to academic work, and not as a	Zane Yi Loma

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		replacement for one's own thinking and analysis. Moreover, academic work involves developing essential skills such as critical thinking, problem-solving, and effective communication, which cannot be fully developed by relying solely on AI. Engaging in independent research, reading, writing, and discussion with peers and instructors are crucial components of academic work that should not be overlooked or replaced by technology. In conclusion, while AI can be a valuable resource in enhancing academic work, it should be used judiciously as a supplementary tool, rather than a replacement for independent thinking and academic inquiry. (This was generated utilizing Chat GPT (AI) March 16, 2023.)	
35	Introduction to public policy Universidad del Rosario	Guidelines for the use of AI in university courses English version Spanish version	Juan David Gutiérrez
36	Draft policy for undergraduate writing courses St. Edward's University	 Policy for Ethical Use of Generative AI Technologies	Drew M. Loewe
37	Master's Level Library Media, and Digital Learning Program Plymouth State University	Use of Artificial Intelligence (Ai) Tools Within this course, you are welcome to use generative artificial intelligence (Ai) models (ChatGPT, DALL-E, GitHub Copilot, and anything after) with acknowledgment. However, you should note that all large language models have a tendency to make up incorrect facts and fake citations, they may perpetuate biases, and image generation models can occasionally come up with offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an Ai model. If you use an Ai model, its contribution must be cited and discussed: • What was your prompt? • Did you revise the Ai model's original output for your submission?	Pam Harland

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		• Did you ask follow-up questions? • What did you learn? Having said all these disclaimers, the use of Ai models is encouraged, as it may make it possible for you to submit assignments and your work in the field with higher quality and in less time.	
38	ChatGPT for Business (MBA590) State University of New York - Oswego	ARTIFICIAL INTELLIGENCE (AI) POLICY This course encourages and embraces the ethical use of Artificial Intelligence (AI). Throughout the course, it is essential to utilize generative AI systems, including but not limited to Text to Text, Text to Image, Text to Audio, and Image to Video, in a manner that upholds integrity. As a student in this course, you are expected to actively incorporate AI tools while upholding integrity. You hold the responsibility to assess the integrity and impartiality of your submissions, ensuring they remain unbiased. It is important to recognize that AI has inherent limitations, and human supervision is necessary to verify the quality and appropriateness of the output. Thus, exercising responsible AI usage requires human oversight and verification. Moreover, you are required to thoroughly read and certify the content of each submission. This entails a careful review to confirm the accuracy and suitability of the AI-generated content before submission. AI Acknowledgement: To promote transparency, every assignment must include an "AI Acknowledgement" section. This section should clearly explain how AI was employed in the preparation and composition of the assignment. This acknowledgement allows us to acknowledge the role of AI in the learning process and understand its impact on the work produced. By adhering to this AI policy, we aim to cultivate a learning environment where AI tools are utilized responsibly, ensuring the integrity of our work and promoting ethical AI practices throughout the course.	Mohammad Tajvarpour
39	CS6750: Human-Computer Interaction; CS7637: Knowledge-Based AI Georgia	We treat AI-based assistance, such as ChatGPT and Github Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Including anything you did not write in your assignment without proper citation will be treated as an academic	David Joyner , also shared on Twitter

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	Institute of Technology	misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following heuristics: • Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding. • Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This heuristic includes avoiding using AI assistants that are directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, so also you should avoid using tools that directly add content to your submission. Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.	
40	HSC 100 Introduction to Social Services; HSC 200 Theories & Methods of Social Services Volunteer State Community College	The purpose of assignments in this course is for you to demonstrate your writing and critical thinking skills while providing you with opportunities to grow as a communicator, thinker, and scholar. Writing skills, along with the course concepts you learn while writing, will help you develop as a person and valued employee who will succeed in your future career(s). I may sometimes incorporate the use of generative artificial intelligence (AI) tools like ChatGPT into your lessons and assignments. In these cases, AI is a valuable tool for learning. However, in instances where you are not specifically told to use AI, I ask you to embrace the challenges of learning, scholarship, and personal growth and write without using AI. Please let me know if you have any questions about the use of AI in this class.	Bryan Saums
41	ENGL 102, ENGL 211, ENGL 215, CWI 101 College of	CWI's academic integrity policy has been updated and identifies the following as a violation of academic integrity: "submission of work created by artificial intelligence tools as one's own work." However, I use ChatGPT every day and think it's a fascinating new tool to assist with learning and writing. Thus, I encourage students to use ChatGPT for the following types of tasks:	Liza Long Here's the resource I ask students to use (from our

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	Western Idaho	1. Outlining content 2. Providing background knowledge (with the understanding that ChatGPT is often wrong—Wikipedia is a better resource for this right now) 3. Checking grammar and syntax. If you choose to use ChatGPT in this class, you MUST do the following: Cite ChatGPT (see this resource for more information on how to do this). 1. Write a brief paragraph at the end of your work explaining how and why you used ChatGPT. Include the prompts you used, and answer this question: Who is the author of this work? Then explain your answer. I reserve the right based on my assessment of your assignment to require you to revise and resubmit all or parts of the assignment if I conclude that you have not used ChatGPT appropriately. 2. If I suspect that you have used ChatGPT, and you have not included the required citation and reflection, then you will need to meet with me either in person or through Zoom to talk about the assignment. This conversation will include knowledge checks for course content.	OER CWI 101 Pathways textbook
42	ENGL3362 "Crafting Activism: Democracy, Composition, and DIY Rhetorics" (upper division elective); First Year Writing Seminar (required first-year composition course) Boston College	This is the current state of a draft policy: While Artificial Intelligence has been around us for some time (map-based navigation and virtual assistants— just to name a few!), the release of Generative AI (GenAI) like Chat GPT has caused quite a stir, especially in the world of education. GenAI does not replace human experience and has some known issues: GenAI has a tendency to “hallucinate,” making up information that is incomplete, incorrect, or nonexistent. GenAI reiterates bias and is prone to discriminatory, non-inclusive language. For this reason, you should assume that every fact or information it gives you is wrong. Make it a habit to verify the information that it gives you. Each of your professors might feel differently about using GenAI, but for the purposes of this class, here are some guidelines on using AI in your work. Please note, these are “emerging best practices,” and will likely be refined as time goes on. In Professor Noël’s class, the use of GenAI is permitted for the following activities: • Brainstorming and refining your ideas • Fine-tuning research questions • Drafting an outline to organize your thoughts • Checking grammar and style	Noël Ingram

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		You may not use GenAI to produce an assignment in its entirety. In Syllabus: Notes from an Accidental Professor, Lynda Barry, when discussing the quality of lines that she sees in student work at the beginning of her class says, “There is something beautiful in the lines made by people who stopped drawing a long time ago” (26). She continues, “But what if the way kids draw— that kind of line that we call ‘childish’— what if that is what a line looks like when someone is having an experience by hand? A live wire! There is an aliveness in these drawings that can’t be faked, and when I look at them, that aliveness seems to come into me. I’m glad to see and feel them. Real aliveness of line is hard to come by. When someone learns to draw— to render— that goes— the aliveness— And it’s what some artists spend their whole lives trying to get back” (31-32). What Lynda Barry calls “aliveness,” we often call “voice” in writing. In this class, I care more about your voice, the “aliveness” of your writing, than I do about polish, perfection, or sheen. GenAI tools are very good at producing writing that is technically proficient, that has a sort of “sheen,” but aliveness? That can only come from you. Like Lynda Barry’s students, you come to this class with varying backgrounds and skill levels. Depending on your previous educational experience, you likely have adopted habits and mindsets about writing that may or may not serve you at this point in your life. Part of our work together is to figure out what to keep and what to rebuild. Central to this process is your willingness to engage with your own writing voice, to put your unique “aliveness” on the page or into pixels. That’s work that will allow you to learn and grow, and it’s work that only you can do.	
43	CBAD 350, Marketing; MKTG 351, Consumer Market Analysis, MKTG 455, Personal Selling and Sales Management Coastal Carolina University	You might be permitted to use generative AI tools for specific assignments or class activities. However, assignments created with AI should not exceed 25% of the work submitted and must identify the AI-generated portions. Presenting AI-generated work as your own will have consequences according to university policies. Importantly, while AI programs like ChatGPT can help with idea generation, they are not immune to inaccuracies and limitations. Further, overreliance on AI can hinder independent thinking and creativity. Note that, in the spirit of this policy, it was written in part by ChatGPT.	Matthew A. Gilbert Website Facebook Instagram LinkedIn Linktr.ee Soundcloud Twitter YouTube

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44	Technical communications courses taught by the instructor listed University of North Texas	Rules for Use of Writing Tools Because the effective use of Artificial Intelligence (AI) tools is increasingly important to the work of technical communicators, their use is sometimes required or allowed in course assignments. AI tools can support a content creator during all phases of their work: • pre-writing: before content is created, writers can use some tools to research topics, collect genre samples, brainstorm ideas, craft outlines, etc. • drafting: some tools support the generation of content • revising: after content is generated, many tools aid writers in identifying and altering style/tone, spelling, punctuation, grammar, etc. Note: These phases also apply to the creation of oral or visual content. In the course, the specific rules for the use of AI tools appear in the Canvas descriptions for all assignments. Failure to follow these specific rules constitutes academic dishonesty. For a description of academic dishonesty, see the section below on UNT policies.	Kim Sydow Campbell Sample syllabus with policy (p. 4)
45	English Composition (1101 and 1102) Georgia Gwinnett College	From Syllabus: During this class, we will be exploring and discussing the appropriate use of Artificial Intelligence (AI) and ChatGPT in the writing process. For preliminary guidance on the appropriate use of AI and ChatGPT, see "Plagiarism and Academic Integrity", below, and "Policy on Use of AI and ChatGPT" on D2L. From Syllabus Section on Plagiarism: Artificial Intelligence (AI) and ChatGPT: • I do not consider the use of Artificial Intelligence or ChatGPT in the writing process to inherently constitute plagiarism. I do believe, however, that AI should be used appropriately, and that you should describe how you used it. • For a further description of what constitutes appropriate use of AI or ChatGPT in this class, see the "Policy on Use of AI and ChatGPT" on D2L. As noted in that policy, over-reliance on AI, which includes submitting an AI-generated response without personal adaptation, constitutes plagiarism. • Different professors treat the use of AI and/or ChatGPT differently. You should check with your professor before using AI in his or her class. From ""Policy on Use of AI and Chat GPT"" Appropriate use of AI and/or ChatGPT is permitted in this class. We will be	David Weiss

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		discussing what constitutes appropriate use of AI as the semester progresses. For now, I believe that it is appropriate to use AI as a tool to help you improve your writing and your writing ability. It is not appropriate to use it as a substitute for the critical reading, critical thinking, and initial drafting that go into many writing assignments. This course is designed to help you improve these skills, skills which I believe will be critical to your success, both during college and in your future career, regardless of what career you pursue.	
46	Sociology (multiple courses) UC Santa Cruz	A Word About Integrity Integrity – other people’s perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. This is symbolic of the public trust from which you will benefit in your future occupation and activism after you graduate. A good rule to live by: if you haven’t done the work, you’re always better off just being honest about it and taking the hit. You can take a course again but it’s much harder to repair ruptured trust. AI Policy In this class, I ask that you complete your work without using AI-generated sources to augment, think through, or write your assignments. There is one exception: you are welcome to use AI tools for pre-submission editing (spell-check and grammar-check) as long as you do not use them for thinking or drafting. On rare occasions, I may create an assignment in which I ask you to critique content generated by AI; if this occurs, I will provide clear assignment-specific AI-use guidelines within the prompt. If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it’s more likely than not that you did not personally complete an assignment you submitted under your name, I will refer you to your college provost for further conversation. If you have questions about AI use and/or proper attribution of other people’s work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn the rules for intellectual attribution.	Megan McNamara

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47	Center for the Advancement of Teaching Temple University	Sample Syllabus Statements for Acceptable/Unaccepted About Use, Use Encouraged & Permitted, and Use Prohibited usage for the Use of AI Tools in Your Course	
48	Russia: culture, politics, & foreign policy <i>Boston College Modern</i>	A special note about artificial intelligence writing tools Understanding how to live and work with digital tools and platforms – from statistical software to data visualization tools to artificial intelligence tools – is an essential skill for all students in this day in age. In this course I encourage you to use all the tools available to you (and that you are familiar enough with to use efficiently and effectively) to aid your learning. This includes artificial intelligence (AI) copywriting and chatbot tools such as ChatGPT, Humata.ai, DALL-E 2, and others. However, as with any other resource you use to aid your work in this course, you must acknowledge any and all AI tools that you use in the development of your work. You must also substantially revise any writing or work produced by an AI tool before submitting it for credit in this course. If you use an AI tool at any point in the development and/or creation of your work for this course – including discussion board posts, exams, and projects – you must include appropriate citations and the acknowledgment below in your Reference list: Name of publisher/tool producer. (year). Name of AI tool (version date) [Large language model]. You must also include a full transcript of the writing or work produced by the AI tool in an appendix to your work. For more details on how to cite ChatGPT and other generative AI tools see this resource from the American Psychological Association.	Erin Baumann
49	First-year seminars and sociology courses <i>Lasell University</i>	Policy on artificial intelligence (AI, meaning apps such as Chat GPT): It is fine to get research assistance from AI as long as you put both your prompt and the resulting text as an appendix at the end of your paper, and list it in your reference list. Just as with any other source, if you use an AI bot's exact words, enclose them in quotes and put the citation in parentheses. You are expected to compose the sentences in your written assignments yourself, except for a small amount of well-cited quoting. Be cautious in using AI for research assistance, as all existing AI apps 'hallucinate' and supply false information; don't rely on AI for accurate information, but always fact-check.	Betsy Leondar-Wright

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50	Instructional Methods for the Middle & High School (ED576) <i>Warner Pacific University</i>	The Use of Artificial Intelligence (AI) Tools in ED 576 The Warner Pacific University recognizes the potential benefits of incorporating AI tools in the classroom environment. AI tools are powerful aids in academic work, but they have limitations that must be understood to use effectively and responsibly. These tools are not developed to provide users with creative output and often cannot process complex subject matter. AI lacks human judgment and relies heavily on input data and may inadvertently perpetuate biases. (Stanford University Human-centered Artificial Intelligence, 2023). While AI can assist, it cannot replicate the nuanced guidance of a human instructor and cannot be used as a replacement for personal effort and critical thinking. Understanding these limitations is crucial to responsible AI use in academic work. This policy was developed to reinforce and support the Warner Pacific University Academic Integrity policy. The Warner Pacific University Academic Integrity Policy Students are expected to adhere to the highest standards of honorable conduct in academic matters. If students and faculty are to build a learning community, it is essential that students present their own work in their classes. The following situations constitute a breach in academic integrity: 1. Cheating (the use or attempted use of unauthorized materials, information, or study aids) 2. Fabrication/falsification (intentional falsification or invention of information, including false sign-in) 3. Plagiarism (the use of another's ideas, words, data, or product, including tables and figures, without proper acknowledgment) 4. Identical work (submitting work for multiple purposes without permission or submitting work that closely parallels another student's submission when collaboration is not allowed) 5. Assisting in dishonesty (helping or attempting to help another commit an act of academic dishonesty, tampering with evaluation materials, distributing unauthorized questions or answers related to an examination/test) 6. Misuse of electronic resources (the use of unauthorized electronic resources to complete an assignment) All incidents of willful dishonesty or plagiarism will be reported in writing to the Vice President for Academic Affairs (VPAA). Possible actions that may be taken by a faculty member who suspects a student of academic dishonesty (after conversation with the student in order to determine the student's awareness of the problem) are listed below. In order to protect both student and faculty involved, the VPAA must be present during any action	Andrew Torris

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		taken beyond the oral reprimand/ counseling stage: 1. Oral reprimand (by faculty member) 2. Requirement to resubmit work or retake an examination/test (by faculty member) 3. Reduction of grade or failing grade on assignment/exam (by faculty member with Division Dean or VPAA) 4. Reduction of grade for the course (by faculty member with Division Dean or VPAA) 5. Failing grade for the course (by faculty member with Division Dean or VPAA) If a satisfactory resolution is not reached after these actions have been taken, either faculty or student may refer the matter to the Academic Policies Committee for resolution, which will address the issue using the regularly established procedures for academic appeals. At the discretion of the VPAA, repeat offenses may result in suspension or administrative dismissal from the university. All the above procedures must be carried out in accordance with the Warner Pacific University Education Records Policy in compliance with the Family Education Rights and Privacy Act (Public Law 93-380). ("Warner Pacific University Catalog," 2022) Policy on the Use of Artificial Intelligence (AI) Tools in [insert course number] To ensure responsible and ethical use of AI tools, the following policy has been established: 1. Permitted Use: a) AI tools are permitted in this course to enhance learning and supplement students' understanding of course material. b) Students are encouraged to explore various AI tools that align with the course objectives, with the understanding that the responsibility for their appropriate use lies with the students. 2. Responsible Use Guidelines: a) AI as Support, Not Replacement: AI tools should augment the learning process, not replace original thinking. While these tools can support idea generation, fact-checking, or language revision, they must not substitute the individual's critical thinking, problem-solving skills, and thought process. Students should consider AI a tool for enhancement and refinement, but the essence of the work must come from their intellectual effort. This ensures that the final work retains originality and reflects the student's perspective	

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		and understanding. b) Ownership of Work: With the above understanding, students should maintain ownership of their work by actively engaging with the material, independently formulating ideas, and using AI tools to support their learning process. 3. Academic Integrity: a) Plagiarism: Students must not use AI tools to generate or modify content with the intention of evading plagiarism detection. All sources, including AI tools, must be properly cited within the text and included in the bibliography. b) Authenticity: Students should use AI tools to augment their understanding and generate ideas, while ensuring that the final work reflects their own analysis, synthesis, and originality. c) Critical Evaluation: Students must critically evaluate the output of AI tools, considering potential biases and limitations, and corroborate information obtained from AI tools with other credible sources. 4. Instructor Support: a) The instructor is available to provide guidance, clarification, and support to students regarding the appropriate use of AI tools in [insert course number]. b) Students are encouraged to consult the instructor if they have questions or require assistance related to the responsible and ethical use of AI tools. 5. Citation Guidelines: a) Direct quotes or paraphrased content generated by AI tools should be treated as any other source and attributed correctly. See https://apastyle.apa.org/blog/how-to-cite-chatgpt for further information. b) Students must acknowledge the use of AI in any work they submit for class. Text directly copied from AI sites must be treated as any other direct quote and properly cited. Other uses of AI must be clearly described at the end of the assignment. For example, a student might write: ""In this paper, I used the AI tool ChatGPT to generate some of the ideas for my argument. I have cited ChatGPT in the bibliography and included a note at the end of the paper explaining how I used ChatGPT."" (""Teaching and Learning at Cleveland State University,"" n.d.) By adhering to this policy, students will benefit from the responsible and ethical use of AI tools, promoting academic integrity, critical thinking, and enhanced learning outcomes. This policy provides a framework for the appropriate use of AI tools in ED 611A, while allowing flexibility for individual instructors to establish additional guidelines or requirements aligned with course objectives.	

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		Suggested uses for AI 1. Brainstorming and idea generation: Students can use AI tools to generate ideas, prompts, or potential research topics. For example, they can use AI-powered chatbots or text-generation tools to explore different angles or perspectives related to their assignments. However, they should ensure the final work reflects their analysis and synthesis of the generated ideas. 2. Language enhancement and revision: AI tools can improve clarity, grammar, and written work style. Students can utilize AI-powered writing assistants or proofreading tools to identify errors, suggest edits, or provide alternative phrasing. However, students must review and incorporate these suggestions to align with their voices and maintain their original work's integrity. This might be done using a tool such as Grammarly. 3. Fact-checking and information gathering: AI tools can assist students in finding relevant information, verifying facts, or identifying credible sources. Students can use AI-powered search engines or data analytics tools to gather supporting evidence or explore different perspectives. It is essential that students critically evaluate and corroborate the information obtained from AI tools before incorporating it into their assignments while also providing appropriate citations. 4. Language translation and communication support: AI tools can aid students who are non-native speakers or need assistance in language translation. Students can use AI translation tools to enhance their understanding of academic texts or to communicate their ideas more effectively. However, they should ensure that they fully comprehend the translated content and make necessary adjustments to align with the requirements of their assignments. 5. Data analysis and visualization: In research-focused courses, students might employ AI tools to analyze and visualize complex datasets. Students can use AI-powered data analysis tools or visualization software to gain insights from data and present their findings. It is crucial that students understand the underlying principles of data analysis and interpretation and can explain the results derived from AI tools in their own words. In all these examples, responsible use of AI tools involves using them as aids or tools to enhance the student's work rather than relying on them as a substitute for critical thinking or originality. Students should exercise judgment, critically evaluate the output of AI tools, and take ownership of their final work by incorporating their analysis, ideas, and interpretations.	

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		References American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000 Center for Faculty Excellence. (n.d.). Example policy statements for AI in higher education. In Teaching and Learning at Cleveland State University. Retrieved June 1, 2023, from https://pressbooks.ulib.csuohio.edu/teachingandlearning/chapter/statements/ Chan, C. K. (2023). A Comprehensive AI Policy Education Framework for University Teaching and Learning. ArXiv. https://doi.org/10.48550/arXiv.2305.00280 Google. (2023). Google Bard: Personal communication. Google Bard [Large Language Model]. Retrieved from https://bard.google.com McAdoo, T. (2023, April 7). How to cite ChatGPT. Apa Style. Retrieved June 2, 2023, from https://apastyle.apa.org/blog/how-to-cite-chatgpt OpenAI. (2023). ChatGPT (June 1 version) Retrieved from https://chat.openai.com/c/fd0e917d-1d96-4c32-bf353071c5367ca2 Stanford University Human-centered Artificial Intelligence (2023, March 9). AI will transform teaching and learning. Let's get it right. HAI. Retrieved June 2, 2023, from https://hai.stanford.edu/news/ai-willtransform-teaching-and-learning-lets-get-it-right Warner Pacific University. (2023). Warner Pacific University Catalog 2022-2023 [PDF]. Retrieved from https://www.warnerpacific.edu/wp-content/uploads/2022/06/catalog_2022_23_WPU_FINAL_web.pdf Please note: This policy was drafted using the AI tool Google Bard to generate some of the ideas. (Google Bard AI language model, 2023). Additionally, AI tool ChatGPT was used to refine some of the language and provide feedback (OpenAI., 2023)	
51	U.S. History <i>Berry College</i>	This class allows the use of AI tools (such as ChatGPT, Bing chat, and others) for your out-of-class assignments. AI is a new and valuable skill to master.	Christy Snider

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		Students who use AI correctly can become more productive, efficient, and skilled scholars. AI should not be viewed as a way to avoid learning the material, but rather as an assistant that can help you master content and produce better results. Artificial intelligence is a rapidly evolving field that has many applications and implications for various disciplines. Different courses and instructors will have different policies regarding the use of AI tools and services for academic purposes. It is your responsibility to follow the AI policies for each of the courses that you are enrolled. Violating the AI policies of any course may result in serious consequences, such as a lower grade, a failing mark, or academic probation. 1. To get high quality results from AI, you need to craft good prompts. Simple prompts lead to weak results. OpenAI the company that built ChatGPT has put out documentation on some of the best practices to use with AI chats to achieve good results. 2. Don't believe anything that AI tells you. If it provides a number or a fact, verify it with a trustworthy source. You will be held accountable for any mistakes the tool produces. AI fabricates or "hallucinates" seemingly credible data all the time. It can generate wholly inaccurate content that is nonetheless highly persuasive. This is especially true when asking it for references, quotations, citations, and calculations. Among the various different models, Bing tends to have the least hallucinations, primarily due to its internet connectivity. However, Bing will still lie to you; especially if you ask it to expand upon a topic for which it doesn't have information. AI can also produced biased answers. It was likely trained on material primarily created by by straight, white, men. Your grade will be penalized for each wrong fact or inappropriate text submitted. Make sure, therefore, to closely read and verify anything AI generates to ensure that it accurately reflects the facts and your position on a topic or issue. 3. AI is a tool that needs to be cited. If you use AI on an assignment, you need to acknowledge that in a paragraph describing how AI was used and listing the prompts used. Failure to provide this information is a violation of academic integrity. Your paragraph about AI use and prompts should be submitted a downloadable attachment in the 'Add Comment' feedback section of the assignment. 4. AI is not appropriate for all situations and contexts. Be thoughtful in how you use it. AI is not a replacement for knowing and understanding the material, but it can be helpful in getting you started, learning the information	

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		more deeply, and maybe even proof-reading and improving your papers. Be aware, however, that the texts and images produced by AI prompts are currently not protected by U.S. copyright law.	
52	CS 412 Algorithms: Design and Analysis <i>Habib University</i>	Using AI tools in this course The AI winter (links to an external site) is over. Last year made that point with a bang, especially in the context of education. Going by how these things work, we will only see an acceleration from here. We like technology and find these exciting times. We are sure that you do, too. This is to ask for your help in understanding the impact of AI in our classroom. The technology is still unfolding, there is a lot to keep up with, a lot of the teaching-focused literature seems to be coming from an adversarial standpoint, and I am getting slow with age. Thankfully, your minds are young and sharp, and can assist me in the process. In this course, the use of AI tools carries NO PENALTY and is STRONGLY ENCOURAGED. You should however be aware of the concerns regarding privacy (e.g., see slide 7 here (links to an external site.)) and veracity (e.g., see here (links to an external site.)). For any course assessment, you are encouraged to attempt to solve it using AI. The usual practice of attribution applies, and sample citation formats are given below. Your submission will still be graded on correctness. As we proceed, the assessments may even contain an explicit question on this. You will be required to report the AI service that you used, the question(s) that you used it for, the prompts that you gave it, whether you revised your prompts and why, whether you edited the AI's response for submission and why. We want to know about both failed and successful attempts. We are excited to see what this experiment yields. ***** Sample citation formats: -- BibLaTeX (links to an external site.) @online{chatgpt, title = {ChatGPT}, author = {OpenAI}, url = {https://chat.openai.com/chat}, urldate = {2023-01-25}, note = {Prompt: how do i cite a chatgpt chat in bibtex format?}}	Waqar Saleem

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		} -- BibTeX (links to an external site.) @misc{chatgpt, title = {ChatGPT}, author = {OpenAI}, howpublished = {https://chat.openai.com/chat}, date = {2023-01-25}, note = {Prompt: how do i cite a chatgpt chat in bibtex format?} } -- bibitem (links to an external site.) \bibitem{chatgpt} OpenAI. \textit{ChatGPT}. [Online]. Available: https://openai.com/chat . Last accessed: 26 Jan 2023. Prompt: how do i cite a chatgpt chat in bibtex format?" The instructions were not shared in the syllabus, rather as an announcement to the students a couple of weeks into the course.	
53	Judaism; Jewish Language in the 21st Century <i>University of Southern California (and Hebrew Union College)</i>	ChatGPT and other AI generators that use large language models can be useful for researching and writing papers. However, you should be aware of their limitations: 1. Errors: AI generators make mistakes. Assume the output is incorrect unless you check the claims with reliable sources. 2. Bias: Their output may reflect bias because the data they are trained on may reflect bias or may not include sufficient data from certain groups. 3. Citation: These tools use existing sources without citation. Therefore using their outputs puts you at risk of plagiarism. With these limitations in mind, you are welcome to use AI generators to brainstorm and refine ideas, find reliable sources, outline, check grammar, refine wording, and format bibliographies. Beyond bibliographies, you are not allowed to copy and paste material generated by AI and use it in your assignments. At the end of your bibliography, add a note indicating which AI tool you used and how you used it, including the prompt(s) you used and the date(s).	Sarah Bunin Benor

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