Considerations that may increase the likelihood that your students will follow your Generative AI course policy:

1. ## Have you included a statement about your generative AI course policy in your syllabus?

   If Yes:

   Go to question #2.

   If No:

   Adding an AI syllabus statement may help avoid confusion on what is allowed. For suggestions see our resource **How Do I Consider the Impact of AI Tools like ChatGPT in My Courses?** Continue to question #2.

2. ## Have you added generative AI guidelines to all assignment instructions?

   If Yes:

   Go to question #3.

   If No:

   Adding these guidelines to all assignment instructions can help to clearly communicate your expectations to students. Continue to question #3.

3. ## Have you scheduled time during class to discuss your expectations about AI use?

   If Yes:

   Go to question #4.

If No:

Planning discussions ahead of major assignments helps to articulate assignment expectations and gives students a chance to ask any clarifying questions about your AI policy. Continue to question #4.

4. Have you entered your assignment prompts into a generative AI tool to see the results?

If Yes:

Go to question #5.

If No:

Entering prompts through an AI tool allows you to see potential AI output. Note that **Bing Chat** is included in the UMass agreement with Microsoft and is FERPA compliant if you are logged in to your UMass account. Continue to question #5.

5. Does the AI-generated output suggest that your assignments could not be easily completed using generative AI tools?

If Yes:

Go to question #8.

If No:

Entering prompts through an AI tool allows you to see potential AI output. Note that **Bing Chat** is included in the UMass agreement with Microsoft and is FERPA compliant if you are logged in to your UMass account. Continue to question #6.

6. Do you have ideas on how to redesign your assignment or create a new assignment?

If Yes:

Go to question #7.

If No:

Reviewing our resource **How Do I (Re)design Assignments in an AI-Impacted World?** and/or **requesting a consultation with the CTL** can provide ideas for what is possible in your course. Continue to question #7.

7. Does your new assignment consider the needs of diverse learners and issues of access and equity?

If Yes:

Go to question #8.

If You Don't Know:

Assessing your redesigned assignments can help you avoid disadvantaging some students (e.g., inaccessibility of the assignment format or increasing student anxiety). If you're unsure, **request a consultation with the CTL**. Continue to question #8.

8. Do you have a plan for how you will address suspected misuse of your policy?

If Yes:

Go to question #9.

If No:

Go to question #9.

9. Are you familiar with the UMass Amherst Academic Honesty Flowchart and know the steps to take if there is suspected misuse of your policy?

If Yes:

Go to Final Considerations.

If No:

Note that the first step in the **flowchart** is to have a conversation with your student before taking any action. Keep in mind that AI detection tools are not reliable. Continue to the final considerations.

Final Considerations:

Have you considered how your AI course policy, assignment expectations, and your strategies for maintaining academic integrity align with your learning objectives and how your policy may impact the learning environment and your relationship with your students?