



Acknowledgement of Appropriate Use Guidelines Regarding Artificial Intelligence
Adopted: August 1, 2026

The faculty of the Doctoral Program in Educational Leadership (DPEL) recognize that artificial intelligence (AI) is pervasive in the social milieu. We also acknowledge that AI tools (such as OpenAI's ChatGPT) may provide opportunities for learning and support thereof. Indeed, the California State University has acknowledged as much and has provided all students, faculty, and staff with an institutional account for OpenAI ChatGPT. While we recognize such opportunities of these powerful tools, it is important to acknowledge California State University's [Information Security Responsible Use Policy](#). Moreover, California State University offers supports to students, faculty, and staff in the [CSU AI Commons](#) and provides additional information on [Ethical and Responsible use of AI for Students](#).

California State University, Bakersfield has also adopted broad [Artificial Intelligence Guidelines](#). Furthermore, CSUB discusses AI in the [Graduate Academic Integrity Policy](#) and the Dean of Students Office offers several [Guidelines for Ethical Use of AI](#) grounded in a set of related values and provides faculty with [Examples of Classroom Policies](#). If you choose to use AI tools, the DPEL strongly encourages you to use your [CSUB OpenAI ChatGPT](#) account and be mindful of the environmental impacts of your footprint through the use of generative AI.

The purpose of this agreement is to clarify some guidelines for the acceptable use of AI tools in the DPEL. There are two distinct situations in which the faculty have provided the following guidelines: (a) for your use in classes and on class assignments and (b) regarding program assessments (i.e., the qualifying exam, dissertation proposal, and the dissertation). You may find that products/artifacts of your learning in a course may have salience for your dissertation (that is a good thing). However, you are responsible for attending to potential conflicts in appropriate use guidelines from that course that may conflict with guidelines for program assessments. For example, if you used generative AI on a class assignment and wish to draw from that assignment for your qualifying exam or dissertation, you must ensure your use of AI on the assignment is consistent with acceptable use guidelines for program assessments.

AI Use in Your Coursework

The DPEL honors and respects the academic freedom of faculty. Faculty shall have such academic freedom to establish guidelines ranging from complete prohibition to reasonable boundaries framed by the CSU Responsible Use Policy, CSUB Artificial Intelligence Guidelines, and the Dean of Students' Guidelines for Ethical Use of AI. If AI use is allowed, faculty shall require students to be transparent about their use of AI and include an explicit ethics statement articulating how they used AI and cite specific AI chats used in accordance with the American Psychological Association's formatting and style guidelines ([McAdoo et al., 2025](#)).

AI Use for Program Assessments

There are several key program assessments in the journey to the EdD; notably, the qualifying exam (for matriculation to doctoral candidacy), the dissertation proposal, and the dissertation. Peers and mentors are much better suited to support the development of your scholarly work, and you should always consult peers and mentors with appropriate expertise to help guide you (where appropriate). The following are intended to serve in clarifying some guidelines for the potential use of AI in your scholarly work through these key program assessments.

Do **not** replace your own *human* intelligence with *artificial* intelligence. Our aim is to teach *you* how to **generate knowledge** by building upon the extant literature; leveraging rigorous methods of scientific inquiry to better understanding problems of practice; and conjecturing evidence-based implications for policy, practice, and future research.

Think about AI as a "thought partner" when you do not have access to a thought partner with *human* intelligence. Think about AI like scouring the internet to find salient and helpful information, which should always be verified. A key distinction for appropriate use of AI lies in your prompts and what you ask AI to do.

You shall never use *artificial* intelligence to...

- Supplant your own thinking. The world needs your thoughts.
- Generate your scholarly writing. In alignment with the American Educational Research Association (n.d.), “Generative AI may be used as an assistive tool, but not as a substitute author” (p. 1).

You shall never...

- Trust any outputs from generative *artificial* intelligence. It hallucinates.
- Use generative *artificial* intelligence in ways that mask how the work was produced. This is called AI-giarism (see Chan, 2023), or simply undisclosed generative AI use, and is akin to plagiarism.
- Upload any data with personally identifiable information; that is, data which are not already publicly available such as aggregated dashboard data or public comments at public meetings.

You may consider using *artificial* intelligence to...

- Help you **locate relevant literature** (i.e., to help you find peer reviewed works about your topic when you are not having much luck with your key words through the CSUB Library’s *One Search* tool) or asking AI to assist in **clarify aspects of scholarly articles**. Remember to never trust any outputs from generative *artificial* intelligence and always verify the existence of and read the work to ensure its salience to your scholarship. A better *human* trick is to mine the reference lists of salient works you have already found and use the “forward search” feature in *One Search* to identify works that have cited salient works you have already found or leverage your librarian.
- Provide you with **feedback on your writing**; for example, to **identify APA faux pas or grammatical issues** (seeking this support through the Writing Center is always encouraged). Again, remember to never trust any outputs from generative *artificial* intelligence. Always check the APA rule in the APA manual and seek external guidance if a grammatical recommendation seems strange to you. Feedback may include providing you with **suggestions for re-organizing** different parts of a long, complex work—such as a literature review—or **suggestions for extending or refining the scope** of your writing. Remember, AI is always trying to please you, so take what it suggests with a grain of salt. A human will likely provide better guidance.

When you use *artificial* intelligence to support your scholarship, you shall always...

- Understand the environmental impact of your use of generative *artificial* intelligence.
- Understand that *you* are responsible for authorship of scholarly work. *AI-giarism* is akin to *plagiarism*.
- Be mindful in the construction of your prompts. Do not supplant your own critical thinking or defer to *artificial* intelligence to generate writing or other scholarly work you claim as your own.
- Maintain records of your prompts and AI responses. Your CSUB OpenAI ChatGPT account will remember your specific chats, for which a link can be generated and used in citations.
- Disclose the use of *artificial* intelligence in any scholarly work; include an explanation of how AI was used in an explicit AI ethics statement and cite your specific chat in accordance with American Psychological Association’s formatting and style guidelines (McAdoo et al., 2025).
- Work transparently and cautiously with your faculty and dissertation chair to ensure ethical use of *artificial* intelligence.

If faculty (or dissertation committee members) believe a student has used AI inappropriately, faculty shall provide notice to the student and offer opportunity for the student to respond. If the faculty and student are unable to resolve an issue in which AI may have been used inappropriately, therefore violating the University’s academic integrity policy, the faculty shall report a violation using the [Academic Integrity Violation Reporting Form](#), initiating an independent campus-level review by the Dean of Students Office. Academic penalties within a course may range from failure of an assignment to failure of the course, thus jeopardizing program continuance.

The faculty (or committee chair) shall notify the DPEL Director of any violations of academic integrity. When necessary, an ad hoc committee of program faculty shall gather and consider the facts and afford due process to the student. Based on the findings of the ad hoc committee and independent investigation by the Dean of Students Office, disciplinary sanctions may be imposed in alignment with the University [Student Conduct Code](#) and [Process](#), up to and including academic disqualification from the program and suspension/expulsion from the University. The ad hoc committee’s decision is independent of the campus decision and may yield a different outcome. All discipline decisions of the ad hoc committee shall be based on documented facts, the nature and extent of AI use, the student’s disclosure or nondisclosure, and the expectations communicated by the instructor, chair, or committee.

I acknowledge receipt of these guidelines and agree to abide thereby.

Student’s Name (print)

Student’s Signature

Date