

Examples of Classroom Policies for AI Generative Tools

Emphasizing academic integrity...

From CSUB's Dean of Students, Emily Callahan [Statement on Artificial Intelligence]

Artificial Intelligence: Artificial Intelligence (AI) is information produced by either machines or software instead of a human being. It is able to predict, respond, and create by using AI-powered resources. In the academic world, resources such as Chat GPT, Grammarly, Quizbot, etc. are all Artificial Intelligence.

Although these resources are helpful, they can also be used to gain an unfair academic advantage and may violate the CSUB Student Conduct Code and the Academic Integrity Policy. Make sure to communicate with each faculty member to understand how you can use these resources for each course. The resources should never be used to complete an assignment or help with an exam. They should only be used, if approved, to supplement your learning.

Earning a degree at CSUB means that you worked very hard independently. It does not mean that you relied on an Artificial Intelligence tool to write papers or respond to prompts or answer difficult questions. The University expects you to complete and submit assignments that demonstrate the knowledge and skills you have acquired in each course and discipline.

From a First Year Seminar at Salem State University

ARTIFICIAL INTELLIGENCE (AI) USE POLICY This policy covers any generative AI tool, such as ChatGPT, 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.

Clarifying when it is and is not okay for students to use AI...

From a History course at Bentley University

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.

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.

Requiring use of AI, but cautioning students about it...

From Clemson University

- 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 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).

From 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 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.

Additional Resource

The Center for Teaching & Assessment of Learning at the University of Delaware has developed [four sample syllabus statements](#). Additional text for most of these recommendations is included at that webpage as well as examples of assignments that (a) incorporate the use of AI tools and (b) dissuade the use of these tools.

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

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