Recommended Classroom Policies for AI Tools

1. Syllabus Statement

Individual instructors control the policies for the use of generative AI models in the classroom. Instructors are encouraged to include a statement in their syllabi addressing the use of AI in their own classroom. These policies can range from complete prohibition to encouraged use, at the instructor's discretion. Instructors are encouraged to write clear and specific policies, including the steps that instructors may use to check for AI use and relevant penalties.

Consider the following when writing a policy for the use of generative AI in the classroom:
- Is it permitted for certain parts of the writing process? Is it banned for all parts of the writing process?
- Can students use AI-generated content (e.g. images, writing, etc.)?
- Can students use AI for editing? (e.g. Grammarly)
- Can students use AI to generate topics?
- Can students use AI for research? (e.g. Elicit)
- Can students use AI for paraphrasing? (e.g. Quillbot)
- Is AI permitted for certain assignments? Is it banned for certain assignments?
- If AI is permitted for certain assignments, does it need to be cited? How?
- Do you need to update the directions for any assignments to include AI policies?
- What penalties will be assigned for unauthorized use of AI? Will it be considered academic misconduct? Might it result in a required rewrite of an assignment, a reduced grade, a zero for the assignment, an F for the course?

Example policy statements:

- An example syllabus policy disallowing the use of AI:

  "Use of generative AI, such as ChatGPT, iA Writer, MidJourney, DALL-E, etc., is explicitly prohibited unless otherwise noted by the instructor. It is 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."

- An example syllabus policy allowing the use of AI with citation:

  "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."

Link to an open-source list of syllabus statements compiled by various faculty around the country.

2. Course Design

Faculty are encouraged to carefully consider how the use of AI will affect the completion of their assignments. New modes of assessment may be necessary to achieve the learning goals in their course. Several links are provided below for how to consider updating course design and assessments in the context of AI use. These guides include recommendations for designing assignments that are less prone to use of AI by students.

The Teaching Center at Nashville State Community College
Nashville State's Office of Online Learning
Vanderbilt's Center for Teaching
Yale's Poorvu Center for Teaching and Learning
Harvard's Derek Bok Center for Teaching and Learning

3. Academic Misconduct

In the case that an instructor believes that a student has inappropriately used AI to complete an assignment, they are encouraged to take due care to investigate the concern. Automatic tools for AI detection, such as TurnItIn's automated detection tool, are not foolproof and may produce false positive results (1,2). These tools should not be the sole piece of evidence used towards the conclusion that academic misconduct has occurred. Consider also comparing the student's work to prior submissions, comparing the submission to an AI generated response that you create, checking for fabricated quotes and/or sources, checking timestamps, or contacting the student with questions asking them to elaborate on their thought process.

Here is an example communication with a student discussing suspected AI use:

> "Good morning,
>
> Your writing assignment was flagged as potentially containing AI written material. This can happen for many reasons, so I would like to discuss your process for completing the assignment to better understand the source of your ideas.
>
> First, did you use an AI tool, such as ChatGPT or Grammarly, to help write your assignment? If so, can you talk about which parts of your assignment are your own writing and which were created by the program?
>
> Can you tell me about what course material you used to come up with the ideas you discussed?
>
> Lastly, can you talk about how you used previous feedback that you've received to complete this assignment?

The use of AI in academic work is a new issue for both students and instructors to work through. Thank you for understanding and your responses."

Determination of academic misconduct is at the instructor's discretion in the context of their course policies and is possibly subject to student appeal and impartial review. Aside from issuing a 0 for the assignment, instructors should consider alternative measures, such asking students to re-complete the assignment or working with the student to identify the shortcomings of AI generated work. If an instructor believes failure of the assignment is warranted, they should proceed with the academic misconduct process.

4. NSCC Resources

There are several contacts available to instructors at Nashville State that may be helpful for addressing AI concerns that aren't described above.

[NSCC Office of Online Learning](#)
[NSCC The Teaching Center](#)
NSCC AI Group