

CITL GENERATIVE AI COURSE POLICY CONSIDERATIONS

With advancements in AI, generative AI tools can generate human-like text or create unique audio and images, raising potential issues related to academic integrity and the authenticity of student work. Hence, it's essential to establish clear policies that are communicated to students from the outset of a course.

This guide is meant to serve as a framework that allows ***each portion to be adjusted to meet your specific learning objectives and approaches to instruction***. Just as generative AI technologies are rapidly changing, this guide will continue to evolve and be updated with the edited date in the footer.

The edited course policy should be ***explicitly included in your syllabus and discussed with students*** at the start and throughout the semester. This approach aims to foster a culture of responsible use of generative AI technologies and uphold academic standards.

As part of this effort, instructors are encouraged to ***engage students in open conversations*** about academic integrity, the importance of authentic work and effort, and the potential benefits and drawbacks of these new tools in their specific learning contexts. This may include when use of tools requires citation and when it merely is serving a formatting, editing function. These specifics will vary by course, and specific learning goals, which further increases the need to explicitly communicate your expectations with your students throughout the semester.

Detecting generative AI work, especially text based, is not reliably possible with technology.

Therefore, prohibiting the use entirely is not practical, but restrictions and limits can be set to meet your learning goals. Developing ethical uses of generative AI should be a focus with your students and will require a strong set of shared values related to learning and academic integrity, and the utility and limits of generative AI tools between you and your students.

BUILDING YOUR COURSE POLICY ON GENERATIVE AI TOOLS:

This framework below seeks to recognize the growing role of AI tools in academia and the professional world, while maintaining academic integrity and promoting responsible use of technology. By permitting the use of AI tools in this course, students are encouraged to explore new ways of thinking critically and communicating effectively, and to adapt to the evolving digital landscape. **This course policy can be adjusted to meet specific learning goals, including use in certain assignments and not others, and adjusting the student responsibilities section.**

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Course Policy on Acceptable Use of Generative AI Tools

Purpose: The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.

Policy:

- 1. Definition of Generative AI Tools:** Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.
- 2. Permitted Use:** The use of generative AI tools is permitted for course-related submissions, including assignments, projects, presentations, examinations, and other forms of assessment. However, students must responsibly use these tools, adhering to the guidelines outlined in this policy.
[Consider which types of assignments you will allow or expect generative AI tools to be used and note any restrictions when it is not to be used. Be as explicit as possible with respect to restrictions and expectations. (Example: Generative AI tools may be used in weekly assignments and group projects, however generative AI tools are not to be used on unit exams).]
- 3. Student Responsibility:** Students are responsible for appropriately using generative AI tools in their work. This includes:
 1. Citing all AI-generated content used in their submissions. *[Consider a formatting option from [USF Library Guide](#); or ask students to explicitly detail how AI-generated content was used in their submission.]*
 2. Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-reference claims and statements with original sources and providing appropriate citations are expected.
 3. Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments. *[Here you can clearly articulate how you expect students to use generative AI tools]*
 4. Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.
- 4. Violation Consequences:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion *[Note: this requires establishing expectations on levels of use with your students]*, or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation ([USF Regulation 3.027](#)).
- 5. Exceptions:** If there are specific assignments where the use of AI tools is not appropriate, these will be clearly marked in the assignment guidelines. Students must adhere to these specific instructions.
- 6. Questions and Clarifications:** If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

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