# A logo for teaching and learning club  Description automatically generated with low confidenceArtificial Intelligence Course Policies

Writing a course policy about AI will need to adhere to the CBU Guidelines for AI use and be adapted to the discipline and course that you are teaching. In some courses, you may want to encourage the use of and experimentation with AI tools, while in others you may want to steer students in another direction.

The samples below are offered as samples, not expectations. How you craft your course policy (even ***whether*** you craft a course policy) is up to you. These serve as examples that you can use to think through what you want yours to say. Both authors have given you permission to adopt or adapt either of these. You can also create something completely different. Please share what you have created with the TLC, as we are developing a repository of different approaches to help faculty from around the university.

## Example 1

**Artificial Intelligence**

There are many artificial intelligence tools that support the work of professionals. The quality of the work generated by AI tools is debatable. One concern I have for new teachers is that AI tools have been found to be inaccurate. Those who have been in the profession for a while and truly know their content can spot these inaccuracies and remove them. I am concerned that new teachers might use AI tools and assume the information is accurate without the ability to proof for misinformation. Therefore, I offer this guidance as you navigate this course.

* Use AI generative tools to generate outlines, rough drafts, or basic ideas. They tend to be good for form and structure.
* Avoid using AIs to generate content. As an expert in teaching, I find that I often have to go back through what an AI has generated to fix the content. I spend more time fixing the content than I would have generating it on my own.
* Think of AI like a friend to bounce ideas off of. Ask it to respond to your ideas or give you thought about the title of your paper or the way your phrased something. That is fine. Do not ask it to fix your work for you. Again, most tools are not accurate enough for you to rely on them.
* Avoid using AI tools for content with which you are not very familiar. Even for outlining, an AI may recommend a structure or set of topics that will take you in the wrong direction. I have used AIs and had them provide information that was the opposite of the truth. Be sure to use the materials from class and lecture notes as your source of accurate information.
* Use AI language tools to help you craft professional messages to your professor and others on campus. This is a good use of the tools available and will give you good ideas about how to phrase your concerns and complaints in a way that others can hear and act on.
* Any use of an AI tool must be accompanied by an acknowledgement of that tool’s use in the product that you submit in class. For example, you might add “The title of this paper was generated by ChatGPT with input from the author” OR “The outline for this paper was generated using ChatGPT by inputting the guidelines for the paper from the syllabus.” Acknowledging the use of an AI tool will help put the information in an appropriate context. Please note that I may ask you for the log from the AI tool, so be sure to hold onto that just in case.

## Adding AI into a course policy about communication with the professor example

When you send me an email, be sure to use a formal, professional style. We are preparing to be teachers in a school setting, so we want to practice writing messages that clearly express our intent in a positive way. This is a good time to pull out an AI tool, such as ChatGPT. You can put in what you want to convey and ask the AI to create a professional email. Be sure to read it over to make sure the AI has not changed any key ideas before submitting.

## Another AI Course Policy Example

Artificial Intelligence – AI Class Policy

You may be surprised to learn that I'm not against Artificial Intelligence tools. I am, however, against offloading real thought to artificial tools because *they are not human, and the world needs human thoughts.*

Part of a college education is learning content, but a great deal more is learning skills. The proper use of artificial intelligence tools is a valuable skill that will benefit you in this changing landscape, a landscape in which you may even be wondering, "Will AI take my job?" There will always be a need for people who can think and leverage digital (and other) tools to support, extend, and enhance their thinking. There will not always be a need for people who don't know how to think because they have the habit of duplicating or regurgitating what the tools have told them.

In this class, you are free to experiment with the use of digital tools, including AI. In fact, if you want to understand what's happening cognitively, you can consider writing a research paper on augmented cognition, the way that tools (like AI) extend, enhance....and change...our thinking processes. **However, there are some caveats that you should know before you engage AI for any items in this class.**

**AI Policy and Acknowledgement Requirement**

In the same way that academic honesty requires citing the original thinker (and author) of an idea - see the academic honesty section in the syllabus - the use of AI tools requires acknowledgment. For example, you might include in an author note (title page of a research paper) or at the bottom of a submitted assignment a claim that "ChatGPT generated the title of this paper with input from the author" OR "The author used GrammarlyPro to revise spelling, grammar, and other writing conventions" OR "Google Bard was consulted to help clarify author generated content in paragraphs 4 and 7." Each of these indicates that a tool was used and how. It requires that you, as the author, understand what role the tool plays relative to what obligations you have as the author.

**Tips for Engaging AI**

Personally, when I'm writing, I find that I want to bounce ideas about specific words around. When I can't use a live human being for feedback, I'll open Chat GPT and say "What is another way I could say...". I have also fed AI a paragraph I wrote and asked it to tell me what it was about as a sort of low-level check that I'm communicating what I think I'm communicating. This is never the last peer review; I ask real, breathing humans to read my work once I think it's ready for human review. I have never taken AI's output verbatim - it's not that good - but I have found that the feedback it gives me is helpful in unlocking a block in my mind or thinking about the content with a slightly different vocabulary. Often, that's exactly what I need to find *my*words and ideas more clearly.

AI tools should not be used to generate content. The "behind the scenes" of how AI tools are built means that it is not coded to help differentiate accurate, high-quality content from things that have been written on the internet. If you've ever been on the internet, you know that not everything written on the internet is true. I just read an Abe Lincoln quote that said as much. (See what I did there?) You need to come to AI tools with ideas and thoughts; AI can be a sort of dialogue partner for helping you organize, reframe, or clarify your ideas (in the same way that a live person can). However, whenever you have the chance to have this kind of discussion with a live person, that is always better because that live person, unlike the AI tool, can think. Do not ask or expect an AI tool to take bad thinking and make it good. You carry the burden of developing good thinking, so do that work before you ever come to an AI tool.

If you would like to discuss AI tools further or even see how I might use them in my work, feel free to come by or make an office hour appointment. This is part of the skill learning that will make you the person a company wants to hire (rather than replace with AI).

\**I did not consult AI in the creation of this policy, but I did consult the living and breathing Dr. Ted Murcray through digital communication.*