

Artificial Intelligence Policy

Overview

Artificial intelligence (AI) opens significant new possibilities that support the goals of education and training for future occupations. Unfortunately, AI technology is sometimes abused, which creates academic integrity problems and undermines the learning process. In this course, we will aim to use AI technology in a careful and ethically appropriate manner.

Distinguishing between generative AI and assistive AI

Generative AI is what comes most easily to mind when people think of AI technology. This form of AI will take instructions (the prompt) and make an output: text, images, etc. ChatGPT is a well-known example of generative AI.

Assistive AI will take existing sources of text or other information, then modify this source material to make improvements. For text, assistive AI will take a user's writing and then suggest new, rewritten sentences. The output is not generated from scratch like GenAI. The end product of assistive AI can be viewed as a human/AI hybrid. Grammarly and Quillbot are the best-known assistive AI systems for writing enhancement.

Please be aware that AI goes much further than generative AI. The concept of AI in this course includes both generative AI (example: ChatGPT) and assistive AI (example: Grammarly).

A traffic light ethics model

The following model illustrates the levels of severity for AI use and misuse (Davis, 2024, p. 25). The everyday comparison is to a traffic light with go (green), caution (yellow), and stop (red) signals.

Appropriate Use	At Risk Practices	Inappropriate Use
Ethical use where the student is still the author of the assignment	Relying on AI tools for a significant part of the assignment	Unethical use where the student is no longer the author of the assignment
Transparent use where the student makes clear where and how they have used AI in their assignment	Not making all use of AI tools clear	Deceptive, hidden use where the student uses AI but does not declare it with their assignment
Helping the student get started with the assignment with planning or ideas	Using AI tools to generate part of the assignment	Putting the whole assignment task into an AI tool and using what is generated with little or no changes
Helping the student with small changes in the development of the assignment such as correcting spelling	Using AI for a lot of the development of an assignment	Asking an AI tool to generate a reference list instead of the student doing the research

Appropriate Use	At Risk Practices	Inappropriate Use
Helping the student with proofreading /checking before submission of the assignment	Using AI to re-write an assignment at the final stage	Using AI tools to answer exam questions
Using AI tools with instruction or guidance from the tutor	Using AI in ways the tutor has not recommended	Using AI when the assignment instructions state that AI must not be used

Source: Davis, M. (2024). Supporting inclusion in academic integrity in the age of GenAI. *Using Generative AI Effectively in Higher Education*, editors S. Beckingham, J. Lawrence, S. Powell, and P. Hartley, Routledge Focus, p. 21 – 29. <https://doi.org/10.4324/9781003482918-4>

AI in our course

This course will allow use of AI in a careful, deliberate way as a form of learning support or enhancement. Each assignment or assignment group will have explicit instructions about what AI use is allowed or not allowed. Please refer to each assignment for detailed instructions of what is acceptable or unacceptable use of AI. Failure to follow instructions on approved uses of AI will likely result in non-passing grades.

Some general guiding principles:

GREEN LIGHT: Approved uses of AI

- Brainstorming, getting started, and creative activities
- Learning support: Guidance through difficult terms and concepts
- Feedback on writing (grammar, organization, logical writing flow)
- Assignments in which AI use is required or recommended

YELLOW LIGHT: Cautious treatment is required when AI is used.

- AI technology use must be cited and referenced like any other source material.
- Disclosure: A statement of how AI was used in the assignment.
 - Questions to address: How much was human vs. AI? In what way was AI used? Which specific technologies were used?
 - Disclosure is needed to inform readers of where the information is coming from.
 - Both generative AI (example: ChatGPT) and assistive AI (example: Grammarly) use must be disclosed.

YELLOW LIGHT: AI use may undermine learning goals

- Grammarly, Quillbot, and similar AI-powered writing enhancement technologies may encourage lazy writing and overwriting (over-achieving sentences that are unclear and too

wordy). Instead, try using Turnitin Draft Coach for identifying problematic copied passages and help with citations without rewriting. This product is available for free to GSW students.

RED LIGHT: Unacceptable uses of AI

- AI should not be doing most or all your academic work for you. Overuse results in poor learning due to lack of effort.
- Misrepresented, disguised, and/or unauthorized uses of AI are forbidden. Authors need to disclose sources and provide transparency to their audience. Misrepresentation of who or what created student work is a form of academic fraud.
- Using AI when exact answers are required is often problematic. AI outputs are often statistical generalizations or approximations that make AI incapable of providing precision.

Consequences for academic integrity violations

The spirit of this policy emphasizes learning from mistakes to promote educational growth. When AI is abused, overused, misrepresented, or not disclosed, the following consequences will happen.

1. Discussion of the problem with professor. The aim is to improve AI literacy, such as the judgment of appropriate and inappropriate uses. The goal is to improve understand of the value of honesty, integrity, and authentic work. In addition, students must understand that challenges and effort are needed for significant learning to occur.
2. A do-over opportunity: Redoing the assignment with 100% human effort.
3. Outcome: A passing grade on the second attempt if the problem is adequately addressed. If problems persist, a non-passing grade will be given.

AI Ethical Opt-out

Ethical concerns have been raised about the use of AI that go beyond academic integrity issues. One criticism is that AI is a sophisticated plagiarism machine. It takes the work of humans, learns from it, and then rearranges this data without credit to the original authors. Some people view this as a high tech theft of human writing. Another critique is that AI uses enormous amounts of electricity, thereby harming the environment and driving up electric bills. A third example is a past student of mine objected to AI because it had “no soul.” If you have significant ethical objections to using AI for the assignments in this course, contact the professor to discuss the situation. An alternative assignment can be arranged for you.

Author: Gary Fisk

AI Disclosure: This document is 100% authentic human writing. Spell check was used.

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