

# Use of Artificial Intelligence (AI) for Academic Purposes

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Artificial intelligence (AI) platforms, such as ChatGPT, Google BARD, and Microsoft Bing Chat, are fast becoming part of the educational landscape. The College of the Siskiyous (COS) aims to explore ways to integrate these tools into our teaching practices but do so responsibly. Accordingly, the COS Academic Senate approved and adopted these interim guidelines to provide parameters for the use of AI for academic purposes.

## Overview

AI platforms use publicly available information to generate human-like texts in some 90 languages and dialects (as well as images and videos). In response to specific user questions/requests on any given topic, AI platforms can generate essays, stories, multiple-choice questions, computer code, and even images and videos.

AI platforms have important capabilities, but also notable limitations, such as its tendency to “hallucinate” (i.e., produce false, sometimes senseless statements) and mirror inaccuracies and biases in the public domain. Despite its flaws, discussions about AI technology are shifting to a focus on its role as an assistive (e.g., collaborative learning) tool for both students and faculty.

Broadly speaking, COS allows the use of AI tools in support of learning and teaching if they do so in coordination with instructors and supervisors, as long as their usage does not violate any COS regulations or policies. Students could gain a powerful tutoring device and instructors could embrace more collaborative learning practices using AI tools.

In line with the idea of utilizing AI technology as an assistant tool, examples of acceptable uses of AI tools by COS students and faculty include the following:

## Students

AI tools can offer students a variety of services, including but not limited to:

- Customizing learning to each student’s needs. AI tools can adapt to different learning styles and speeds. For instance, providing visual learners with more graphics and animations.
- Generating ideas and exploring unique angles for creating content or writing assignments.
- Allowing students access to study materials and resources anytime/anywhere on their devices, making it easier to fit learning into their schedules.
- Providing instant feedback on assignments and quizzes so students can identify areas needing improvement.
- Preparing students for a complex technological working landscape that will inevitably include AI tools. Faculty should instruct students on how to incorporate AI into their work when it is suitable to use AI, and its potential role in a professional setting.

However, in line with “*Academic and Classroom Violations Related to Academic Honesty*”, a student’s use of AI tools must always comply with rules including the following:

- “Students must be the author of their work; content produced by AI does not represent original work.”
  - Note: AI tools do not necessarily accurately cite their sources. Hence, using such tools in any research assignment may also be a plagiarism violation.

## Faculty

AI tools can offer faculty a variety of assistive services, including but not limited to:

- Writing learning objectives and lesson plans.
- Developing rubrics, instructions, and classroom activities.
- Developing assessment materials, including essay and multiple-choice questions.

However, faculty use of AI tools must always comply with their professional and ethical responsibilities to COS and its students. These include:

- Being transparent about their use of AI tools with both students and supervisors.
- Maintaining overall responsibilities and accountability for the accuracy, appropriateness, and authenticity of the content, activities, and assessments they produce.
- Aligning AI-generated content and activities with established pedagogical goals and program guidelines.
- Adapting and tailoring any generic content generated by AI platforms so it addresses specific student needs.
- Not relying on AI tools to grade and provide feedback for students on assignments and exams.

## Syllabus Suggestions

Below are three sample artificial intelligence (AI) policy statements for your consideration. You may use/revise this section in your course syllabus to best fit your needs.

Consider this statement if you will *NOT* permit the use of AI.

*“Use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.”*

Consider this statement if you will permit *SOME* use of AI.

*“You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.”*

Consider this statement if you will permit the *free* use of AI.

*“You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month, and day of the query and the statement “Generated using Open AI. <https://chat.openai.com/>”*

The bottom line is that students and faculty may use AI tools at COS, but they are still fully responsible for adhering to all regulations and policies. The best advice for students when using AI tools is to err on the side of caution and adopt an “ask first” stance.

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