

AI and Academic Integrity

Although the Artificial Intelligence (AI) landscape is evolving rapidly, one clear impact is that this technology is already being integrated into the lives of both students and faculty. As a result, instructors need to consider how they will provide clear guidelines concerning the use of generative AI in academic work for the classes they teach.

Here are a few things to remember when addressing AI and academic integrity in your course. Departments may have different regulations and exceptions outside of these guidelines.

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Clearly Communicate your Expectations

Students benefit from clearly communicated expectations for their coursework and will likewise benefit from transparency regarding the limits to and expectations for using generative AI in their course assignments and exams.

To reduce the chance of violations of academic integrity, explicitly communicate your course's generative AI policies by:

- Including in your syllabus clear expectations regarding the use of generative AI tools and any differentiation in the usage policy for specific assignments.
- Clearly identifying in what situations generative AI use is prohibited or permitted.
- Discussing the expectations spelled out in the syllabus during class.
- Reviewing expectations and communicating how they apply to specific assignments.

- Engaging in ongoing conversations about the importance of academic integrity, including the fact that basic academic integrity principles remain important and still apply regardless of the existence of generative AI tools.

Crediting Generative AI in an Assignment

When using material generated from generative AI in course materials or in assignments that students submit, transparency is key, and these instances should be properly referenced. Please reference [APA style guide](#), [MLA style guide](#), and [Chicago Manual of Style](#) which include recommendations and examples for citing generative AI materials that you can share with your students.

Example: When prompted with, “Is it ethical to use generative AI without proper attribution?” ChatGPT stated, “Using generative AI without proper attribution can be considered ethically problematic, as it raises issues related to intellectual property, transparency, and honesty” (OpenAI, 2024).

Reference: OpenAI. (2024). ChatGPT (Mar 28 GPT-3.5 version). <http://chat.openai.com>

Detecting AI-Generated Content

Generative AI does provide an increased risk that students may use it to submit work that is not their own. It is therefore tempting to see technology-based solutions to identify inappropriate use of generative AI tools such as ChatGPT.

Unfortunately, it is unlikely that detection technologies will provide a workable solution to this problem. It can be difficult to accurately detect AI-generated content utilizing GPT 4-generated content (GPT 3 and 3.5 are more accurately detected). Although some instructors have reported that the “tone and feel” of AI-generated content is different from the student work they normally receive, in some cases, it is almost undetectable from the work produced by students. Detection tools claim to identify work as AI-generated but cannot provide evidence for that claim, and tests have revealed significant margins of error. This raises a substantial risk that students may be wrongly accused of improper use of generative AI. Please treat all AI detection tools as supplementary information and not determine a final decision based on these findings. For a more in-depth look at the reliability of detection technologies, please reference [Evaluating the efficacy of AI content detection tools in differentiating between human and Ai-generated content](#).

Several AI detection tools are open source and free to use. [ZeroGPT](#), [QuillBot](#), and [Grammarly](#) all have easy-to-use AI detectors. Every AI detector will be different. Please run

content you believe was generated through AI through at least three AI detector systems to get more accurate supplementary data.

Some AI detectors will run on a Likert scale of “unlikely AI was utilized” to “highly likely AI was utilized.” Others will provide you with a percentage for the AI generated content from the scanned text. Many will highlight the specific areas that are thought to be AI generated.

Ultimately, being transparent about how each instructor handles the use of AI generated content should be outlined in the course and contribute to maintaining academic integrity.

The following are examples of syllabus statements depending on your course policies.

Acceptable and Unacceptable Use of AI Tools in Your Course

The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas.
- Fine-tuning your research questions.
- Finding information on your topic.
- Drafting an outline to organize your thoughts.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a TEAMS and/or Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers assigned to you in class.
- Any additional course activity that the professor prohibits AI usage.

Instructors may change the bullet points for what is acceptable and unacceptable usage of AI for their course. The course syllabus will clearly communicate expectations and changes to the verbiage above.

Use Encouraged and Permitted

You are welcome/expected to use generative AI tools (e.g., Chat GPT, Dall-e, etc.) in this class as long as they align with the course learning goals (insert the course learning goal AI aligns with). Your use of AI tools must be properly documented and cited to comply with university policies on academic dishonesty.

Use Prohibited

The use of generative AI tools (e.g., Chat GPT, Dall-E, etc.) is not permitted in this class. Any use of AI tools for work in this class may be considered a violation of USC Aiken's Academic Honesty policy since the work is not your own. If you are unsure of any policy or assignment-specific directions – including whether a tool is considered generative AI – please consult with your instructor before using the technology or completing your assignment.

Permitting Use with Attribution

The use of generative AI tools is generally discouraged in this course but will be permitted for select assignments. Whether or not generative AI assistance is permitted for each assignment will be explicitly stated in the assignment description included in the syllabus. If used in any capacity for an assignment, generative AI requires proper attribution. Students should attribute directly quoted text to the creator of the generative AI tool (e.g., cite OpenAI when directly quoting ChatGPT). This attribution should be used for both in-text citations and your reference list.

Finally, please encourage your students to ask you questions about AI use for your class.

References:

[Cornell University Center for Teaching Innovation](#)

[Arizona State University: Instruction Junction at the College](#)

[Northern Illinois University Center for Innovative Teaching and Learning](#)

[York University](#)