

## **Artificial Intelligence (AI)-Enabled Tools in the Classroom: Guidance for Providence College Faculty**

**(UPDATED August 2024)**

The purpose of this document is to provide Providence College faculty with guidance for developing policies regarding the use of Artificial Intelligence (AI)-enabled tools in their classes. Students currently have access to large language processing applications, such as ChatGPT, that have the ability to quickly construct papers, works of art, presentations, lines of code, and other assignments. These tools also have the ability to listen to audio speech and create notes based on spoken words.

Students can easily cut and paste full papers, passages of text, and course documents into these tools, which can then analyze them according to the students' prompts. These tools do not require the purchase of specialized software and are provided through open access to the internet on any device – so it is not possible to “lock down” the tools. AI-enabled tools and functionality are embedded into everyday software, such as the Microsoft Office suite and the Windows operating system (through Microsoft 365 Copilot), as well as most search engines.

With the introduction of audio recognition, a student with a phone or microphone-enabled computer could record your lectures and create notes, outlines, and quizzes for themselves based on lecture materials. There are products available, such as Coconote (<https://coconote.app/>), that students can purchase for this purpose.

The proliferation of AI-enabled tools could become one of the biggest disrupters to education we have seen in decades. It is important that all faculty have a plan for addressing the use of these tools in their classrooms and clearly state their policies regarding the use or prohibition of these tools in their course syllabi. Because there is expected to be a wide variability in how these tools are used in courses at PC, it is not possible to create a single policy for all courses at the college. Instead, we are providing some guidance for considering how to create your own course policy for use of AI-enabled tools.

### **Considerations for creating an AI policy for your syllabus:**

- 1) **Address the use of AI-enabled tools directly.** You can reference specific tools, such as ChatGPT, Dall-E, Microsoft Bing, Google Gemini Pro, Grammarly, Microsoft Copilot, Coconote, or simply make a blanket statement referring to all current and future AI-enabled tools. Additionally, you can spell out your course's policy with respect to those tools (i.e., are they prohibited? allowed in certain cases? allowed freely?). It is also helpful to explain how the use of these tools might inhibit or enhance the learning process in your course. You may want to consider whether you will prohibit the use of recording devices in your course, with the caveat that these might be required for use by students with academic accommodations and may be difficult to detect in class (thus an “honor system” may be necessary).
- 2) **For courses where AI-enabled tools are banned outright,** explain that using these tools at any stage of the assignment (including generating outlines and first drafts) and passing the output off as one's own work constitutes plagiarism and is a violation of the college's [academic integrity policy](#). Such violations will result in a penalty in the course and a report to the associate provost for academic policy & mission support. The specific penalty is at the instructor's discretion and

should be clearly articulated in the syllabus, while the report of academic integrity violations is required under PC's Academic Integrity policy.

*\*If you choose to ban AI tools outright, it is important to note that AI-enabled content can be very difficult to detect. Current detection tools, such as Turnitin, are not foolproof and trying to determine if a student has used generative AI can be problematic and time-consuming for instructors. Instead of relying solely on AI detection software, consider making some proactive modifications to your assignment designs (i.e., purpose, task, staging, sequencing, facilitation, etc.) to ensure student learning outcomes are being met and assessed effectively.*

- 3) **For courses where AI tools are allowed, specify that students will need to attribute the work to the AI tool and cite their sources**, as they would when using any external source to generate content. Specify how you would like them to cite their source and explain which portion is AI-generated and which portion they generated themselves.
- 4) **Caution students that AI-generated content is not always accurate** and note that they will ultimately be held responsible for checking the accuracy of AI-generated content in their submitted work.

Policies from instructors in higher education vary widely. Lance Eaton of College Unbound has created a shared Google Doc with many examples that you may find helpful in developing your own course policy. This document has been widely shared in academia. There are a few ways to access this document. One is through a link on Lance's LinkedIn page ([https://www.linkedin.com/posts/leaton01\\_classroom-policies-for-ai-generative-tools-activity-7072910108678090752-40-1/](https://www.linkedin.com/posts/leaton01_classroom-policies-for-ai-generative-tools-activity-7072910108678090752-40-1/)), or directly at <https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw-JUTcXv02b2WRH86vw7mi16W3U/edit>. If you are having trouble accessing the document through either of these links, you can search for "Lance Eaton AI policies" or look up Lance Eaton on LinkedIn and you should find it.

Finally, Elon University and the American Association of Colleges and Universities (AAC&U) has created a website for students about navigating the world of AI with a link to download a document called, "[AI-U/1/0: A Student Guide to Navigating College in the Artificial Intelligence Era.](#)" You may want to link to this resource in your syllabus or course site.

Please contact Christine Earley, Ph.D., interim dean of the School of Business, with any questions on this document, or Joan Branham, Ph.D., associate provost for faculty affairs, as the college's approach to AI evolves.