

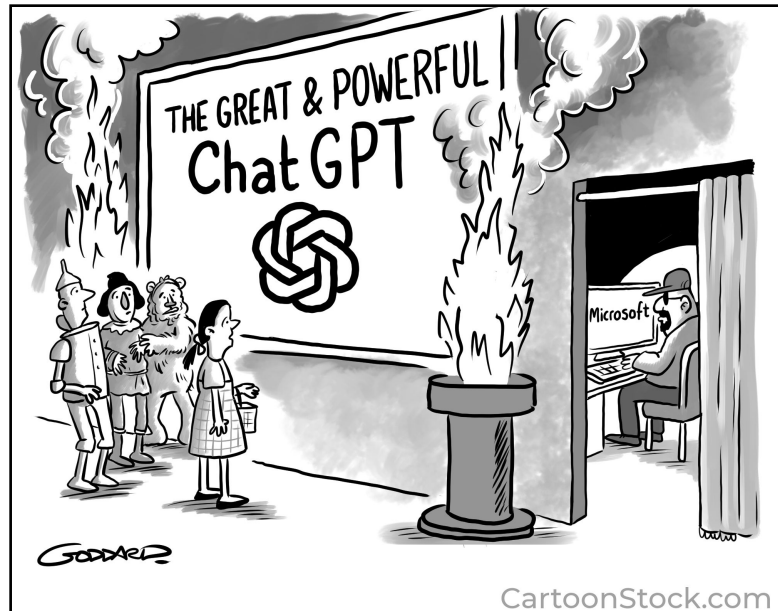
# SMC ETHICS

## Continuing a Dialogue on What We Do and How We Do It

### A.I. in the Syllabus

*The following are two examples of syllabus policies on A.I., one strongly prohibitive and one more accepting. Do not take either to be normative: each instructor has freedom to choose and craft their policies according to their preferences. See the links at the end of the newsletter for a wider range of examples. Cut the sections that do not match the type of assessment for your course. Revise the language and tone to fit the personal style you wish to convey.*

Example 1: Use of or colluding with Artificial Intelligence (A.I.) to complete any assignments or exams for this course is forbidden and will be considered academic dishonesty. Using A.I. to find or generate answers to any quiz or exam questions will be considered cheating. Using A.I. at any stage in the writing process, including brainstorming, outlining, drafting, editing, and proofreading, will be considered plagiarism. Use of programs such as Grammarly/Google Translate to modify or revise your own writing will also be considered cheating. Any case of cheating or plagiarism will result in [insert your grade penalty] for the exam, essay, or assignment.



## Being Intelligent About Artificial Intelligence

Cheating and education, unfortunately, have always gone together. Over the years, PERC's newsletters have regularly explored how to reduce or respond to cheating and plagiarism in their various forms. Today, however, Artificial Intelligence programs such as ChatGPT threaten to revolutionize the ability to cheat so greatly it almost makes one nostalgic for the old days of academic dishonesty! Fortunately, many of the traditional strategies for dealing with cheating still apply to A.I. Nonetheless, there are unique issues with this new technology that require immediate consideration from all faculty, especially if one wishes to minimize the need to deal with cases of academic dishonesty, which can be a significant

Example 2: For this course, you are allowed to use artificial intelligence (AI) programs such as ChatGPT or DALL-E in some assignments. If you choose to use these tools, they must be properly cited. Review the instructions in each assignment for expectations on citing in your work. You are responsible for evaluating all content submitted when using AI tools. You must review and revise any AI-generated content before final submission. (Language courtesy of Bren Antrim)

**Additional Syllabus Language:**  
The instructor reserves the right to require a one-on-one meeting or completion of a new assignment or exam to clarify or test the authenticity of the student's knowledge and skills. If the instructor concludes the case is cheating or plagiarism, in addition to the grade penalty it will be reported to Student Judicial Affairs. In order to do well in your major and future career, it is vital that you have actually obtained the knowledge or mastered the skills of the discipline. Using A.I. at this early stage in your college career, even if not caught, will significantly interfere with your ability to develop these things and will make it harder at some point to succeed in college and in your profession. Instead, utilize the various resources offered by me and the campus to genuinely master the topics and skills.

burden on our time and emotions, not to mention an obstacle to student success.

A first task for all faculty to immediately complete would be to make sure they have very clear policies about the use of A.I. for assignments, essays, and tests. Although the issue might be clearcut to many faculty, you cannot assume that is also the case for students. Direct explanation of what counts as A.I. and whether it can be used and in what forms or if it is completely forbidden in your courses is an essential piece of information to be added to all faculty's syllabi. Yet we all know the limits of syllabi, so it would be wise to also add this information about your policies on A.I. to your Canvas shells and to repeat and reinforce it when explaining each new assignment or exam. One might even go further and integrate a more substantial discussion of the ethics of A.I. in education as a part of your orientation unit or later course content.

Depending on your discipline, it might be important to expand such policies and discussions to address the more nuanced or ambiguous uses of A.I. For example, many students have previous experience using programs such as Grammarly to make final edits to papers and may not feel it disqualifies the final product from being their own work. Some instructors may even allow or encourage the use of such programs and not view them as a threat to student learning and success, at least for their discipline. Of course many instructors will have the opposing view and see a program like Grammarly as being straightforward cheating. In addition, it might be possible such programs may alert A.I. detection tools such as Turnitin's and even make an essay appear entirely machine-created, thereby blurring any distinction between minor and major use of A.I. in the writing process (the evidence for this remains unclear, and Turnitin's own representatives did not have a good answer when recently contacted). A robust syllabus policy therefore should include whether A.I. can be used at any stage of the writing process and clarify how serious the response or penalty will be for such use. As is always best practice for such policies, it would be good to also explain to students why you have such a policy and how it aims at their own student success.

Finally, a policy might also explain how the instructor will

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If you have any ideas or issues you would like to submit to the Professional Ethics and Responsibilities Committee for future consideration, get in touch with us through the links below.

**PERC website****Email**

handle cases of cheating using A.I., especially if they are brought to attention through an automated detection program like the one Turnitin has recently added. Since there might not be any original text to compare A.I. generated cheating with and the current detection programs are not perfect, the judgment of these cases will undoubtedly have the potential to be difficult, complex, and open to challenge or denial by students. Ideally, the instructor's process should be thought out as much as possible before and articulated to students ahead of time. This might include whether a meeting or conversation between instructor and student will be required, or that further testing or writing will be needed to assess the genuineness of the student's knowledge and abilities. For cases where the instructor concludes it to be actual academic dishonesty, the policy also should state how much the grade will be penalized or if rewrites, resubmissions, or retakes will be allowed. When and how such cases will be forwarded to Student Judicial Affairs is also relevant information.

The arms race between educators and would-be cheaters has accelerated almost exponentially at the moment, and A.I. such as ChatGPT, the programs designed to detect it, the technological skills of students, and the competencies of teachers are all so swiftly evolving, who knows how things will be in just the next year or two? But in the meantime, we have a responsibility to be clear about the present state of things and to do what we can to keep our students on the path of honest learning and success.

**Links for more syllabus examples (These only work in the PDF or Word .doc version):**

[What should a syllabus statement on AI look like?](#)

[Sample Syllabus Statements for the Use of AI Tools in Your Course](#)

[Generative AI Syllabus Statement Considerations](#)

**How to cite A.I. such as ChatGPT:**

[ChatGPT Citations | Formats & Examples](#)