Guiding principles with respect to AI-driven tools for course delivery in the academic year 2023-2024 (v1.2)

	Understand emerging technologies *enough to form a view with respect to your academic discipline.*	Communicate clearly and continuously *what is acceptable use of tools in your course and discipline.*	Distinguish learning from assessing *to educate graduates to be professionals and intellectual leaders.*	Define the future of your discipline *by proactively identifying what matters instead of what should be disallowed.*
Items under faculty control	Seek information on how AI tools are working and on their limitations. Discuss with colleagues to establish a consensus at the disciplinary level. Develop a base competency for writing AI prompts. Integrate ethics as part of learning technical skills to use AI-driven tools.	Even if you do not have all the answers, express clearly in your syllabus what you consider to be acceptable use. Articulate to students the rationale for limitations on acceptable use. Invite students to participate in a discussion to help you refine your views. Assume that most of your students are seeking to learn, not commit offences.	Distinguish between producing work using AI tools and summative assessment of university-level education. Determine whether you can assess evidence of work instead of exclusively final deliverables. Define ways for students to acknowledge the use of tools. Explore the use of AI tools as an adaptative or assistive strategy to enhance your ability to support learning.	Be prepared for many more technological disruptions affecting the way we interact with information and knowledge. Do not assume that all students have equitable access to AI tools. Engage in discussions about AI, and its impact on your discipline's future and on program outcomes.
Program responsibilities	Facilitate knowledge sharing on the capabilities of AI-driven tools and discipline-appropriate prompt writing.	Support individual faculty members by communicating or formalizing academic principles beyond individual courses.	Support faculty to adopt effective means of assessment reflecting their approach to AI-driven tools (see next page)	Define how graduates and scholars should acquire the competencies to define how AI-driven tools are used within their disciplines.
Dalhousie's responsibilities	Develop the capacity to support programs with concise, accurate and current information. (AI strategy) Refine how we assess the adoption of AI tools with a lens to algorithmic impact (Digital strategy)	Enable and connect various groups across the university to ensure and facilitate consistent messaging (Institutional Lead)	Develop Dalhousie-wide resources for pedagogical support (CLT)	Support programs in their efforts to proactively adjust with agile mechanisms (Senate).

Three general approaches to consider for a course syllabus.

	Acceptable use for learning and assessment? ***Students are expected to be accountable for the work that they produce and acknowledge tools used to produce the work to be assessed***	Acceptable use for learning only *Students are allowed to use chatbots for learning and for producing formative assessment work. They are, however, expected to be able to produce work of equivalent academic value without these tools.*	Restricted use *There should be a strong academic rationale for this position. Ideally, a temporary approach until another model may be adopted.*
Syllabus statement	You may use AI-driven tool to assist you in learning but remember that the objective is for you to acquire these competencies and outcomes in this course. You are responsible for all work you produce, whether assisted by an AI-driven tool or not. You must acknowledge all tools used to assist you. If applicable, you must provide links to chat logs. If the work you produce is suspected to misrepresent your own competencies, you may be asked to complete a supplemental assessment to evaluate your mastery of course outcomes.	You may use AI-driven tools to assist you in learning but remember that your objective is to understand, achieve, and apply the course competencies and outcomes. While you may use tools for learning, specific assessments in this course will disallow the use of AI-driven tools to assert that you have attained course learning outcomes. This is because a graduate must be able to analyse, assess and produce work unassisted by AI technology. Where tools are allowed: you must acknowledge all tools used to assist you. If applicable, you must provide links to chat logs. Using AI-driven tools where prohibited constitutes an academic offense.	You may use AI-driven tools to assist your learning, but you may not use them to produce work to be submitted for evaluations. Due to the nature of this course, it would be impractical and more difficult to assess students properly if AI tools were allowed. For this reason, and even if these tools will be valuable tools in your career, their use is restricted. Using AI-driven tools when producing submitted work constitutes an academic offence.
Suggested grading scheme	Option 1 – Unchanged Option 2 – A small fraction of students selected randomly are assessed using a supplemental assessment.	Many instances of formative activities, with a few summative assessments where the use of tools is explicitly prohibited. Require proof-of-work as part of summative assessments. Formative marks may be unlocked by obtaining a pass grade on summative assessment.	Assessments should be designed to inhibit the use of AI-driven tools.
What constitutes an academic integrity offense	Under this model, **a student unable to demonstrate an understanding of their own work is considered to have earned a failing grade** and not to have committed an academic offence.	Use of tools to assist where clearly indicated they are disallowed constitutes an academic offence. **The allegation may not mainly rest on AI-driven detection of AI-generated work**.	Any evidence of AI-driven tool use may be added to an allegation of plagiarism. However, using an **AI tool to assess whether work was generated by AI should not be considered as credible**.