Artificial Intelligence (AI) Policy DRAFT

KEY: Red = Source

PURPOSE
Establishes the standards and guardrails for sanctioned generative artificial intelligence (GAI) use in how Clackamas Community College teaches, learns, and works.

SUMMARY - Drexel University
This policy on generative artificial intelligence (GAI) explicitly addresses the use and misuse of AI tools in all contexts related to education and learning at Clackamas Community College and aligns with the existing [ISP 190 Academic Honesty Policy](#) and the [ISP 190P Academic Honesty Procedure](#).

VALUE OF ARTIFICIAL INTELLIGENCE IN EDUCATION
Artificial intelligence tools are, and will increasingly be, a vital component of many academic and professional disciplines. Academic departments have integrated AI tools into their courses and curricula, and the College as a whole recognizes the enormous pedagogical value of these tools.

VALUE OF HUMAN INTELLIGENCE AND INTERACTIVE EDUCATION - California Community Colleges System
Artificial intelligence should serve as a tool to supplement and enhance human teaching and learning, not replace it. The College acknowledges that humans should be the center of all AI-enabled learning experiences where teachers provide students with personalized instruction and support.

STANDARDS - Drexel University

1. RIGHT TO SPECIFY PERMITTED* USE OF ARTIFICIAL INTELLIGENCE
   It is the right of the College to decide whether AI tools are to be permitted and, if they are allowed, to describe precisely the conditions and criteria for use.

2. RESPONSIBILITY TO COMMUNICATE PERMITTED USES
   It is the responsibility of the College to document and communicate the permitted use of AI tools to include all parameters and the following guardrails:

   - Do not input Confidential Information. - Columbia University
   - Do not input Personal Information.
   - Do not input information that violates IP or general contract terms and conditions.*
   - Confirm the accuracy of the output provided by GAI tools. AI-generated content can be inaccurate, biased, or entirely fabricated (sometimes called "hallucinations").
   - Check the output of GAI tools for bias. GAI tools produce decisions that may result in disparate impacts on individuals based on their protected classifications under applicable law.
   - Disclose the use of GAI tools.
   - Comply with third-party intellectual property rights.
   - Ask the GAI system not to use inputs for training the system.*

   * Must adhere to the Instructional Technology (IT) Department standards.

3. PROCEDURE FOR ARTIFICIAL INTELLIGENCE USE VIOLATION
   It is the right of the College to decide which AI tools are permitted and, if they are not allowed, to describe precisely the conditions and criteria to process violations (ISP 190P Academic Honesty Procedure).

   DEFINITIONS - Columbia University

- **Artificial intelligence (AI):** any intelligence exhibited by machines—particularly computer systems—that carry out tasks and processes that usually demand human-level intelligence, like reading, understanding and responding to language, analyzing data, and problem-solving, learning, and improving as they do so. - University of Cincinnati

- **Generative artificial intelligence (GAI):** any machine-based tool designed to consider user questions, prompts, and other inputs (e.g., text, images, videos) to generate a human-like output (e.g., a response to a question, a written document, software code, or a product design).

- **Confidential information:** any business or technical information or research result belonging to Clackamas Community College, a CCC community member, collaborators, or other third parties, that is not publicly known or that has been provided or received under an obligation to maintain the information as confidential.

- **Personal information:** any information that, whether alone or in combination with other available information, identifies, relates to, describes, is reasonably capable of being associated with, or could reasonably be linked, directly or indirectly, to an individual.

Annotated Bibliography

Gustilo, L., Ong, E., & Lapinid, M. R. (2024). Algorithmically - driven writing and academic integrity : exploring educators ' practices, perceptions, and policies in AI era. International Journal for Educational Integrity, 8, 1–43. https://doi.org/10.1007/s40979-024-00153-8
"AI technologies are making headway in more educational institutions because of their proven and potential benefits for teaching, learning, assessment, and research. However, AI in education, particularly ADWTs, demands critical awareness of ethical protocols and entails collaboration and empowerment of all stakeholders by introducing innovations that showcase human intelligence over AI or partnership with AI."

Issa, T., & Hall, M. (2024). A teamwork framework for preventing breaches of academic integrity and improving students ' collaborative skills in the AI era. Heliyon, 10(19), e38759. https://doi.org/10.1016/j.heliyon.2024.e38759
"The study's objectives are to determine whether a teamwork framework can help to maintain academic integrity and transform BPM students into independent learners and leaders in the era of generative AI, and to determine whether lecturers' formative feedback enhances students' skills in teamwork assessment. Following the implementation of the teamwork framework, the number of instances of academic misconduct and requests for extensions have decreased dramatically, while the assessment's average marks increased by 10%."

Katsamakas, E., & Pavlov, O. v. (2024). Artificial Intelligence and the Transformation of Higher Education Institutions : A Systems Approach. 1–21.
"The model shows how, motivated by AI technology advances, the HEI can invest in AI to improve student learning, research, and administration while dealing with academic integrity problems and adapting to job market changes by emphasizing AI-complementary student skills. We explore model insights, scenarios, and policy interventions and recommend that HEI leaders become systems thinkers to manage the complexity of the AI transformation and benefit from the AI feedback loops while avoiding policy traps that may lead to decline. We also discuss the notion of HEIs influencing the direction of AI and directions for future research on AI transformation and the sustainability of HEIs."

Vrågård, J., Brorsson, F., & Aghaee, N. (2024). Generative AI in Higher Education : Educators' Perspectives on Academic Learning and Integrity. 406–414.
"The study uncovers a dual impact of GPT on education, while it offers substantial opportunities for enhancing productivity and personalized learning, it also raises significant concerns about academic integrity, over-reliance on AI, and the potential influences on students' soft skills. These findings contribute to the discourse on digital learning by highlighting the need for instructional and constructive integration of AI technologies such as GenAI, in educational settings. In addition, the rise and integration of GPT technology is irreversible, and we must adapt to it rather than return to old ways. Embracing AI's potential while addressing its challenges is essential for progress and innovation in this new era."

Bobula, M. (2024). Generative artificial intelligence (AI) in higher education: a comprehensive review of challenges, opportunities, and implications. Journal of Learning Development in Higher Education, 30. https://doi.org/10.47408/jldhe.vi30.1137
"While these challenges are multifaceted and significant, the paper emphasizes the availability of strategies to address them effectively and facilitate the successful adoption of LLMs in educational settings. In conclusion, the paper urges HEIs to allocate resources to handle the adoption of LLMs effectively. This includes ensuring staff AI readiness and taking steps to

modify their study programmes to align with the evolving educational landscape influenced by emerging technologies."

Ecampus, Oregon State University. "Bloom's Taxonomy Revisited – Artificial Intelligence Tools – Faculty Support: Oregon State Ecampus." *Bloom's Taxonomy Revisited – Artificial Intelligence Tools – Faculty Support | Oregon State Ecampus | OSU Degrees Online*, ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/blooms-taxonomy-revisited/. Accessed 27 Feb. 2025.
"This resource is intended for faculty and instructional designers to use as a guide to reflect on activities, assessments, and (possibly) course outcomes. One goal for such reflection is to identify what changes may be needed to ensure meaningful learning going forward and possible opportunities for thoughtful integration of student use of GenAI."

Ka, C., & Chan, Y. (2023). A comprehensive AI policy education framework for university teaching and learning. International Journal of Educational Technology in Higher Education. https://doi.org/10.1186/s41239-023-00408-3
"With generative AI tools becoming easily accessible to the public in recent months, they are rapidly being integrated into various fields and industries. This has created an urgent need for universities to develop an AI education policy that prepares students to work with and understand the principles of this technology."

Krueger, L., Clemenson, S., Johnson, E., & Schwarz, L. (2024). ChatGPT in Higher Education: Practical Ideas for Addressing Artificial Intelligence in Nursing Education. Journal of Nursing Education, 63(X), 1–4. https://doi.org/10.3928/01484834-20240424-02
"By implementing specific policies, integrating tools, and utilizing software for AI detection, academic institutions can establish a culture of integrity in relation to AI. These collective efforts foster an environment where ethical AI practices are upheld and reinforce the importance of academic honesty, particularly in the nursing profession."

Mah, C., Walker, H., Phalen, L., Levine, S., Beck, S. W., & Pittman, J. (2024). education sciences Beyond CheatBots : Examining Tensions in Teachers ' and Students ' Perceptions of Cheating and Learning with ChatGPT.
"To support a shift away from cheating and toward learning, teachers can invite students into dialogue about how to use AI to enhance their learning. They can also redesign assessments to better align with creative and critical thinking skills that are uniquely human.
Administrators can also create consistent policies for responsible use of AI, being intentional about which apply across the institution and which are better left to the discretion of individual teachers. Doing so requires some degree of shared understanding among stakeholders—including teachers and students—about the benefits and risks of AI usage."

Mcintire, A., Calvert, I., & Ashcraft, J. (2024). education sciences Pressure to Plagiarize and the Choice to Cheat : Toward a Pragmatic Reframing of the Ethics of Academic Integrity.
"Many contemporary universities use more punitive measures than positive incentives to reduce cheating. These policies leave much to be desired in terms of addressing the pressure that incentivizes students to cheat in the first place. Murdock et al. stated that current reactions to incidents of academic dishonesty are more often directed to "improving the 'detection industry'" than investigating and addressing the factors and attitudes at the root of such incidents [23] (p. 198).
While it might be argued that universities could decrease instances of cheating by increasing the consequential risks through strict punitive measures, such an approach neither addresses the pressures that inhibit a student's ability to focus on learning rather than academic performance measures nor can it guarantee student compliance."

Shanto, S. S., Ahmed, Z., & Jony, A. I. (2023). PAIGE: A generative AI-based framework for promoting assignment integrity in higher education. STEM Education, 3(4), 288–305. https://doi.org/10.3934/steme.2023018

"Despite the potential to expedite the learning process and improve accessibility, concerns regarding academic misconduct highlight the necessity for the implementation of novel GAI frameworks for higher education.

To effectively tackle these challenges, we propose a conceptual framework, PAIGE (Promoting Assignment Integrity using Generative AI in Education). This framework emphasizes the ethical integration of GAI, promotes active student interaction, and cultivates opportunities for peer learning experiences. Higher education institutions can effectively utilize the PAIGE framework to leverage the promise of GAI while ensuring the preservation of assignment integrity. This approach paves the way for a responsible and thriving future in Generative AI-driven education."

"Student Guide to Ai Literacy." *MLA Style Center*, style.mla.org/student-guide-to-ai-literacy/?utm_campaign=sourceoct24&utm_medium=email&utm_source=mlaoutreach. Accessed 27 Feb. 2025.

"Ethical and effective use of GenAI technologies is emerging as an essential skill that students must develop in order to live, learn, and work. Yet GenAI comes with potential pitfalls for students–from the risk of being accused of academic misconduct to missing out on foundational skills in reading, writing, research, and learning."

Wang, H., Dang, A., Wu, Z., & Mac, S. (2023). Generative AI in Higher Education: Seeing ChatGPT Through Universities' Policies, Resources, and Guidelines. Computers and Education: Artificial Intelligence, 7(June), 100326. https://doi.org/10.1016/j.caeai.2024.100326

"The findings provide four practical pedagogical implications for educators when considering GenAI in teaching practices: 1) accepting GenAI presence, 2) aligning GenAI use with learning objectives, 3) evolving curriculum to prevent misuse of GenAI, and 4) adopting multifaceted evaluation strategies. For recommendations toward policy making, the article suggests two possible directions for the use of GenAI tools: 1) establishing discipline-specific policies and guidelines, and 2) managing students' sensitive information in a transparent and careful manner."