AI Course Policy Design Worksheet

Purpose: This worksheet guides you in creating an AI use policy that reflects your values, aligns with course learning outcomes, supports your teaching philosophy, and clearly communicates expectations and consequences to students.

1. Course Information

Course Name:

Learning Outcomes:

Course Description:

2. Values & Purpose

What core teaching values guide your decision-making? (e.g., equity, creativity, integrity, collaboration). *Values list for reference.*

What is the overarching purpose of your AI policy in this course? (e.g., to encourage critical use of AI tools, to maintain originality, to promote equity) *Resource to aide in reflection*

3. Reflection on Assumptions

What assumptions do you hold about AI in education?

How might those assumptions shape your policy?

4. Connection to Learning Outcomes

Which course learning outcomes might AI help achieve?

Which might AI hinder or undermine?

5. Defining AI for This Course

How will you define 'AI' for your students? (Include examples of tools and types of output)

6. Scope of AI Use

When is AI use allowed? (Check all that apply)

☐ At all times

☐ Only for specific assignments or stages of work

☐ Only with prior permission

☐ Never permitted

Describe allowed uses:

Describe prohibited uses:

7. Rationale & Student Support

Why have you chosen this policy approach?

How will you help students comply? (e.g., training, examples, citing AI use, offering alternative methods)

8. Equity, Accessibility & Opt-Outs

How will you ensure students who cannot or choose not to use AI are supported?

9. Consequences for Non-Compliance

If a student does not follow this policy, what will happen? (Consider proportional responses: feedback, revision, grade penalties, academic integrity process)

When you have completed this reflection, you should be prepared to craft a final statement. Some possible next steps:

Use AI: You could utilize AI for this task by uploading this document or copying and pasting the text into a chatbot, and prompting the chatbot to help you create a policy statement for your syllabus. Some prompts you can use (along with energy estimates):

Single Prompt Drafting (lowest energy use):

- Using the following outline of my course's structure and goals, generate a course policy on AI that emphasizes student responsibility and a positive learning environment.
    - *This single, simple prompt is estimated to generate energy use equivalent to what a high-efficiency LED lightbulb uses in a few minutes. For comparison, streaming a Netflix movie uses around the same energy it would take to run 26 AI prompts.*

Single prompt drafting with additional prompts for revision:

Generate a draft of your course policy on AI using the prompt above, then input various prompts for revising. This process of generating and revising using AI (estimating for 2-6 prompts) uses around the same amount of energy as streaming 1-14 minutes of HD content – about 2 to 17 watt hours.

Example Revision Prompts:

- Rewrite my course AI policy so that it is clear, concise, and free of jargon. Keep the tone professional but approachable, and ensure that any student, regardless of prior AI knowledge, can understand it.
- Revise my AI policy so that it explicitly connects to these course learning outcomes: [insert outcomes]. Explain in the text how AI use supports or limits students in achieving each outcome.
- Rewrite my AI policy to better reflect these core teaching values: [insert values]. Make sure the statement communicates why these values shape my expectations for AI use in this course.
- Revise my AI policy to include clear, specific examples of acceptable and unacceptable AI use for assignments and classwork. Make the examples relevant to [insert subject or discipline].
- Rewrite my AI policy so that it communicates boundaries while maintaining a supportive, growth-oriented tone. Emphasize how students can use AI ethically and effectively in line with course goals.

<u>**Single prompt drafting with a request for multiple versions**</u>

Generate a draft of your course policy on AI, requesting up to ten alternative versions. This process of generating and revising using AI (estimating for 2-6 prompts) uses around the same amount of energy as streaming 3-25 minutes of HD content – about 3 to 32 watt hours.

- Using the following outline of my course's structure and goals, generate a course policy on AI that emphasizes student responsibility and a positive learning environment. Provide several different versions of this policy, explaining the difference between versions.

Utilize the policy as an opportunity for meaning-making and co-creation with your students.

Since we are all still navigating the complexity and consequences of AI use, you might use the course policy as an opportunity for promoting learning, supporting critical engagement, and building trust with your students. Here's one plan for an in-class activity:

Your role: Provide context, boundaries, and institutional requirements while leaving space for student input.

<u>Information to provide to students:</u>

- **Course learning outcomes** and how AI could support or hinder them.
- **Disciplinary or professional norms** for originality, authorship, and tool use.
- **Institutional academic integrity policies** that apply to AI.
- **Examples** of appropriate and inappropriate AI uses for the subject area.
- **Known limitations of AI tools** (accuracy, bias, privacy, environmental impact).

Explain to students that all classes are now required to have a policy on AI use, and you are using this as an opportunity for shared learning about this topic, and because you want to understand and integrate their perspectives.

Dialogue: Offer opportunities for student reflection and conversation. Below are some questions for self-reflection:

- How might AI tools support your creative process without replacing your own artistic voice?
- What does 'authenticity' mean in your work, and how should AI fit—or not fit—into that?
- What skills do you think employers will expect you to have in using—or not using—AI tools?
- How can our policy help you prepare for real-world industry standards while still challenging you to develop your own expertise?

- What makes your perspective or style unique, and how might AI tools amplify or dilute that?"
- Where should the line be drawn between inspiration from AI and relying on AI for creative decisions?
- How important is the environmental footprint of digital tools, including AI, in your own decision-making as an artist or designer?
- Should our AI policy encourage or limit certain uses of AI based on sustainability considerations?
- How should we handle credit, citation, and ownership when AI contributes to a project?
- Is there anything that we haven't brought up that we need to discuss related to AI?

Mapping Scenarios Activity: You can help students get more specific by discussing AI use for specific assignments or regular tasks. Provide the steps of the assignment or aspects of the task, and for each one, ask students if AI use should be:

- Clearly allowed
- Clearly prohibited
- Allowed only with citation/disclosure
- Case-by-case with instructor approval

From this work, you can create a policy that you could implement as a shared agreement, or leave as a living document to be revised throughout the course.