Gen-AI Guidance for HHD Courses

Guidance here is informed by reviewing what is happening in the College of Health and Human Development and reading and discussions with others at Penn State and from other universities and organizations. As you may know, Microsoft Co-Pilot is available for use for Penn State employees and staff.

The teaching and learning tools that instructors choose to use and their policies on how academic integrity applies to their courses and assignments are all part of the academic freedom we have in our classes. Instructors are free to make their own decisions. Departments are encouraged to discuss teaching approaches to Gen-AI to understand how different faculty may be approaching its use in classes. Many of the resources already integrated into Canvas (PackBack, Perusall, Turnitin, etc.) allow instructors to try to detect Gen-AI use, use Gen-AI tools for grading, etc. Faculty consensus on some issues may be helpful.

General guidance from Penn State on the use of AI is provided here at the AI Hub: https://ai.psu.edu/guidelines/. Instructors are encouraged to check it regularly. The AI Hub includes an FAQ for instructional faculty (https://ai.psu.edu/wp-content/uploads/2024/08/Faculty-FAQs-AI-Hub-Guidelines.docx), an AI Tools at Penn State report for departments and faculty to share considerations on how to approach use of AI tools in teaching and learning (https://pennstateoffice365.sharepoint.com/:b:/s/OOE_Projects/EU1pL4LKZr1Is1xN2V-knRUBdLYMRL9qIuhhjjza7-nBGA), and an overview of some general use AI tools and platforms.

Four key topics for instructor guidance on Gen-AI in the College of Health and Human Development

Guidance #1: Instructors should clearly inform students about their policies regarding Gen-AI.

Guidance #2: Instructors should review course learning outcomes (CLOs) and all assignments. Based on instructor plans and policies regarding Gen-AI, they should update CLOs and redesign their assignments to align their course with how they plan to use and how they plan to have students use Gen-AI.

Guidance #3: Instructors should provide students with some basic guidance on AI fluency and ethical and responsible use of AI, especially in courses where Gen-AI use is permitted.

Guidance #4: If students have violated course or assignment policies regarding use of Gen-AI, instructors should treat this as they would any other academic integrity violation.

See below for more details on all 4 areas.

If you've found additional resources that you think would be helpful to HHD instructors and departments, please send the information to me at dgs4@psu.edu

Guidance #1: Instructors should clearly inform students about their policies regarding Gen-AI.
Gen-AI is a new technology, and many students and instructors are not clear on what is permitted and not permitted. The policy at Penn State (University Faculty Senate Policy #49-20 and Academic and Administrative Policy and Procedure Manual G-9) establish a baseline expressed in the recommended syllabus statement for academic integrity: "Unless your instructor tells you otherwise, you must complete all course work entirely on your own, using only sources that have been permitted by your instructor, and you may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative technology, such as ChatGPT, you must identify their source."

In plain language, unless the instructor gives students permission to use Gen-AI, it is considered to be an outside resource that cannot be used by students. To make this clear to students, I suggest the following steps:

- Include the full, updated syllabus statement for academic integrity linked above in your syllabus. Please check your syllabus to ensure you are using the current version.
- If you will not allow students to use Gen-AI, you should clearly reinforce that baseline syllabus statement prohibition in writing and verbally during the first week of classes, providing examples of what uses are prohibited (e.g., prohibiting the use of Grammarly). Provide reminders of that in assignment instructions and verbally prior to assignment due dates.
- If you will allow students to use Gen-AI, you should include a statement to that effect in your syllabus and on each assignment where Gen-AI use is permitted. Provide students with written and verbal guidance on how they may use it, expectations to citation or sourcing, etc.

Both those who allow Gen-AI use and those who do not may choose to use the graphics below or a similar approach to be clear about how academic integrity applies to Gen-AI for a course or assignment. The first one is provided by Penn State, and includes student guidance that can be pasted into your courses (https://psu.instructure.com/courses/2144267/modules#module_5716512).

The second is from HHD's Learning Design team in the Outreach office. To assist instructors in providing clear guidance regarding their GenAI policies the Learning Design team in Outreach has created a Canvas module that can be added to courses. Beginning FA25 it will be added by default to all HHD World Campus courses and it will be made available to residential instruction classes soon. The module is designed with pages that the instructor publishes based on their preferred approach to GenAI use in that course. There are also updates being pushed out to the standard HHD World Campus syllabus with a section dedicated to Academic Integrity.

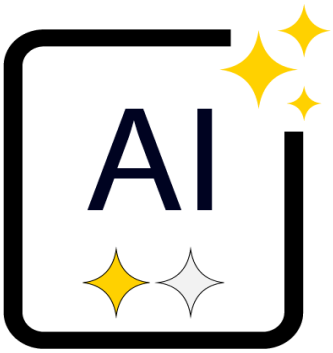
The other icon below has also been used at Penn State and other universities.

Clearly designating your course as a Gen-AI "Red Light", "Yellow Light" or "Green Light" or some similar system, along with providing the details on what that means for your course and your assignments, will help clarify expectations for students. Remember that students may have 5 or 6 instructors all using different policies regarding use of Gen-AI. Making your course policies clear and repeating them often will help students remember what is permitted.

Instructors should be aware that Gen-AI is rapidly becoming ubiquitous, so a strict "Red Light" policy is very difficult to implement. As this short video shows, Chrome now includes a Gemini-AI driven "Help me write" option in its tools. From this option to Grammarly to translators used by students for whom English is a second language, and much more, Gen-AI is integrated in much of what we and our students

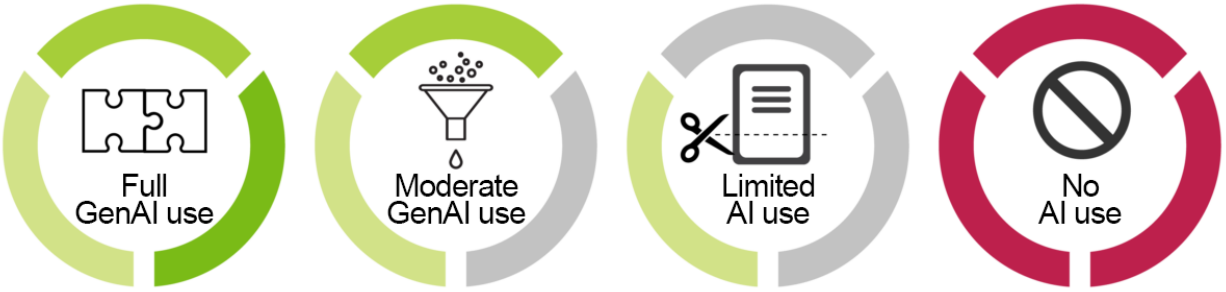
do. Also, as noted in some of the appendix resources controversy persists on how accurate Gen-AI detectors are.

Allowed



Limited

Not Permitted


Full
GenAI use
Moderate
GenAI use
Limited
AI use
No
AI use

The AI Assessment Scale

1	**NO AI**	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	**AI PLANNING**	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	**AI COLLABORATION**	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	**FULL AI**	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	**AI EXPLORATION**	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

CC BY NC SA

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

https://aiassessmentscale.com/

Guidance #2: Instructors should review course learning outcomes (CLOs) and all assignments. Based on instructor plans and policies regarding Gen-AI, they should update CLOs and redesign their assignments to align their course with how they plan to use and how they plan to have students use Gen-AI.

I've revised this one since last year, since I think whether we are planning to use or not use Gen-AI in teaching and learning, we need to start from the desired outcomes. With a few years of experience now, instructors need to consider how Gen-AI impacts the learning outcomes for their course. Having decided that, you will have some clearer ideas on how your assignments and assessments need to change.

This is maybe not the advice you wanted to hear, but this is a necessary task. This is certainly something instructors can tackle over time, but Gen-AI technology is simply so transformative that it requires us to re-think teaching and learning. How we work and how our students will work in the future are being changed, and our role is to help prepare students for that future. Take the time to review and revise your CLOs. Consider how discussion boards, quizzes/exams, writing assignments and more need to be changed, both in light of those changing CLOs and how students may use Gen-AI.

If a student can complete an assignment with little thought through Gen-AI use, then it may be time for instructors to ask more from students in their assignments. I highly recommend the "Teaching with AI" book published by Johns Hopkins Press. Among the many other tips from the book, the authors suggest instructors think about defining "what a Gen-AI tool can produce" as the new "F" grade for a writing assignment.

For example, with a writing assignment, you might provide students with a Gen-AI generated text or have them generate one on their own to bring to class. During class, students might work individually or in small groups, with or without technology, to correct/revise/improve the document. Key teaching points could potentially be incorporated into the class. That work could be assessed and/or students could be asked to continue to work on those revisions (with or without the aid of Gen-AI) and submit the original AI document, their initial suggested revisions, and their final product. The AI Tools for Penn State report referenced on page 1 of this document shares some additional ways instructors are incorporating Gen-AI.

Another way is to employ writing process tracking: "Use Version History and Track Changes
Office 365 supports live AutoSave and version history functionality. So, you could create a shared folder for your course and have your students create their work directly in this folder with AutoSave and track changes on. If they write the entire assignment in this folder, you should be able to see the entire version history for the document, which would indicate whether large amounts of text were copied and pasted, and also allow you to see your students' progress as they write. You could create a class-wide folder, if you wished to encourage peer review, or individual folders if you don't want them looking at each other's work." (https://prodev.illinoisstate.edu/ai/detectors/). Similar suggestions on "writing process tracking" can be found in this article (https://www.nature.com/articles/d41586-025-01814-5) and this blog (https://annamills.substack.com/p/writing-process-tracking-is-coming).

In general, there are (at least) 2 basic directions that instructors can go.

- First, instructors can redesign CLOs and assignments in ways that will enhance the likelihood of preventing and/or identifying use of Gen-AI.

- Second, instructors can redesign CLOs and assignments in ways that permit students to use Gen-AI and aim to show students how they can enhance their learning through combining their own efforts with Gen-AI technologies.

There are many ideas and guides being created to offer instructors options in these two areas. One of the most comprehensive that I have seen, which includes tips for those who are “AI-Resistent” and those who are “AI-Inclusive” is this website: https://ashley-evans.vercel.app/

There is an appendix that shares some approaches and links to resources for assignments. Instructors should continue to pilot changes each semester.

Guidance #3: Instructors should provide students with some basic guidance on AI fluency and ethical and responsible use of AI, especially in courses where Gen-AI use is permitted.

Instructors can help students understand the challenges of using Gen-AI by explaining the dangers to patients, customers, employees or the public when Gen-AI is used inappropriately, unethically or irresponsibly, perhaps through explanations, news articles, or case studies that show these risks. This can either be part of an explanation for why Gen-AI use is not permitted or part of the guidance given to students on how to use Gen-AI in the class.

Penn State has provided Canvas Modules that can be added to your course to help students learn a little about AI. These Canvas AI Modules can be included in any HHD course. Similar content is also found in the modules that the Learning Design team in HHD Outreach is making available.

Penn State Libraries has also created a Gen-AI Guide that instructors and students can use covering an Introduction, Using Gen-AI, Citing Gen-AI, and Resources for Instructors. One of the resources provided in those materials is a Student Guide to Gen-AI.

Instructors can include the resources they prefer in their Canvas course. Our students will certainly face a future after Penn State where Gen-AI use will be likely. As teachers, we need to do our best job helping them learn about how these tools and technologies will be used in their future careers.

Guidance #4: If students have violated course or assignment policies regarding use of Gen-AI, instructors should treat this as they would any other academic integrity violation.

Whether we are talking about plagiarism on a paper, cheating during an exam or using Gen-AI in a way the instructor has not permitted, these are all violations of Penn State's academic integrity policy. HHD encourages instructors to report all violations. This is the best way to communicate the importance of integrity in all work and to sanction repeat violators with greater consequences.

Regardless of the technology, the approaches to academic integrity have common elements. The first is prevention. Work on your own and with colleagues, teaching experts around the university and instructional designers in HHD to develop assessments that make academic integrity violations more difficult. This is likely to be the most effective way to address artificial intelligence. See https://www.timeshighereducation.com/campus/four-directions-assessment-redesign-age-generative-ai, for example.

The second is detection. The ability of detection systems to identify AI is quite limited. In HHD, we allow faculty to use AI detection tools in reporting an academic integrity violation related to Gen-AI use, but this cannot be the only documentation supporting the violation. Additional support for the claim that a student used AI in violation of course policies must be provided (e.g., comparison to known writing by the student, hallucinated information or citations). While no AI detector is foolproof, current evaluations suggest that some tools—for example, Winston AI or Pangram—outperform other AI detectors. AI does have some ongoing weaknesses, that can be noted as part of the documentation of a violation, including:

- not being able to include recently published material, so requiring students to cite or assigning recent articles as part of the assignment may help
- making up facts or citations (so reviewing articles cited may turn up papers or authors that don't exist)

For academic integrity violations that involve Gen-AI, HHD's current approach asks that instructors try to provide at least two types of documentation of a violation. These can include:

- Results from Gen-AI detectors may be provided, but cannot be the only documentation used to show a substantial likelihood of Gen-AI use
- A comparison between the writing that the instructor believes is Gen-AI created and writing that the instructor knows was written by the student, including an explanation for how content differences indicate Gen-AI was used
- Other evidence that Gen-AI was used by the student (e.g. false references or information, text that notes that the response is from a Gen-AI sources)

Instructors may want to plan on having in-class or proctored writing assignment(s) in the first few weeks of class that allow them to get a baseline understanding of a student's writing for comparison. Low stakes personal reflection types of short essays may be a typical example that could be used.

Because of the tendency of Gen-AI to hallucinate false references, instructors may also want to require references (even for discussion board posts) and check them for accuracy. Requiring that references include at least some more recent articles may also provide incentives for students to not rely on Gen-AI.

As required for all academic integrity violations, instructors should follow the steps outlined in Penn State and HHD's academic integrity policies:

- The instructor should privately email the student about their concern about the student's work and request a meeting (in-person or Zoom is preferred; phone is also permissible).
- At the meeting, instructors should remind students of their Gen-AI policies and describe the concern. The instructor may want to give the student the opportunity to answer questions about the material orally to judge whether they understand what they submitted.
- The instructor should share a copy of any documentation supporting their concern, explain the violation they believe has occurred, and give the student an opportunity to provide their perspective.
- After discussion, the instructor should decide whether they believe a violation has occurred and, if so, file the academic integrity from using the link to the online academic integrity reporting system. If the discussion has added additional information (e.g., the student acknowledged using Gen-AI or was unable to answer questions about the assignment), the instructor can note that in their academic integrity form when filed. For minor violations on a low-stakes assignment, the instructor can propose an academic sanction that is an "academic integrity warning", with or without any penalty on the assignment.

APPENDIX

Ideas for Redesigning Courses and Assignments

Chat GPT Assignments to Use in Your Classroom Today: https://stars.library.ucf.edu/oer/8/

This resource from faculty at the University of Central Florida gives an overview of Gen-AI and more than 60 different assignments or ways to modify assignments for faculty. The resource includes assignments in different areas including Prompt Engineering, Writing, Evaluation, Generating and more. UCF has been holding an annual conference on teaching with AI (https://digitallearning.ucf.edu/teachwithai/)

How to Create Compelling Writing Assignments in a ChatGPT Age: https://www.chronicle.com/article/how-to-create-compelling-writing-assignments-in-a-chatgpt-age

Tips from a recent book on this topic, with many more in the book.

Redesigning Assignments in the AI Era: https://www.umflint.edu/genai/assignments-in-the-ai-era/

This resource includes some good ideas on revising discussions, projects/essays and tests to limit or incorporate AI in your class assessments.

Assignment Makeovers: https://teachinginhighered.com/podcast/assignment-makeovers-in-the-ai-age/

A podcast (with many references on the website) of an interview with Derek Bruff. Just google "Derek Bruff and Gen AI" and you'll find some great ideas for assignments and policies on Gen-AI. You can also check some of those out at the University of Virginia Teaching Center (https://teaching.virginia.edu/curators/15207 and https://teaching.virginia.edu/). Other podcasts and blogs in this series also offer great teaching tips (https://teachinginhighered.com/episodes/) and (https://teachinginhighered.com/blog/).

The Sentient Syllabus Project: https://sentientsyllabus.substack.com/

A resource with a wealth of suggestions for changes in syllabi, assignments and rubrics in courses....but not updated since 2023.

University of Michigan's guidance on Teaching Writing with Chatbots: https://lsa.umich.edu/sweetland/instructors/guides-to-teaching-writing/teaching-writing-with-chatbots.html

This is a nice explanation on how to communicate expectations and revise writing assignments in the Gen-AI era.

Resource from Washington University in St. Louis on assignment re-design: https://ctl.wustl.edu/re-designing-assignments-where-students-collaborate-with-artificial-intelligence/

North Carolina State resources on redesigning assignments: https://teaching-resources.delta.ncsu.edu/designing-assignments-with-ai-in-mind/

Some good ideas for assignments in the latter part of this web page, once you get past some of the university-specific resources.

A collection of resources from Harvard on how to think about teaching in the Gen-AI era: https://aipedagogy.org/

How AI Is Reshaping Higher Education: https://www.aacsb.edu/insights/articles/2023/10/how-ai-is-reshaping-higher-education

Some insights from AACSB on how Gen-AI is changing teaching and higher education in general.

Are you Drowning in an Ocean of AI: https://www.chronicle.com/newsletter/teaching/2024-06-20

A good resource with links to others on how adding "friction" to learning helps students. The following path gave me some good ideas:

"One approach that discourages AI misuse — and encourages careful reading — is to ask students to annotate what they read, either with hand-written comments on printed paper or through tools such as Hypothesi.is and Perusall. Watkins describes this as one way to add "friction" to the process of learning. You can read more of his thoughts in his Substack piece, We Need to Reclaim Slowness. (If you're interested in reading more on the concept of friction, Watkins recommends Katie Conrad's Friction v. "Magic".

The Case for Slow-Walking Our Use of Generative AI: https://www.chronicle.com/article/the-case-for-slow-walking-our-use-of-generative-ai

General thoughts from noted expert on pedagogy, James Lang, on how he is approaching the use of Gen-AI in his teaching.

Ethical Issues in Gen-AI for Students

Dangers of Gen-AI: https://www.middlebury.edu/institute/academics/centers-initiatives/ctec/ctec-publications/dangers-generative-ai-and-extremism

If you want to help students understand some of the dangers of misusing Gen-AI, this paper from Middlebury University highlights some of the problems.

Legal and Ethical Consideration in Artificial Intelligence in Healthcare: Who Takes Responsibility? https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8963864/

A resource that may help some of our students in health care fields understand the challenges ahead.

Learning How to Use Gen-AI

Creating a GPT: https://help.openai.com/en/articles/8554397-creating-a-gpt

Want to create a GPT for your own course? This guide helps get you started.

Adobe webinar series: https://www.adobeeducationevents.com/adobedigitalliteracycafewebinars

This set of webinars is designed to help people learn about how Gen-AI is affecting different areas of education

LinkedIn Learning: https://www.it.psu.edu/services/linkedin-learning/

LinkedIn Learning, which Penn State provides access to, as a number of good courses/resources on Generative-AI.

Challenges in Gen-AI Detection

Testing of detection tools for AI-generated text: https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00146-z

This is one of many articles to address the challenges of trying to detect Gen-AI generated writing.

'ChatGPT detector' catches AI-generated papers with unprecedented accuracy: https://www.nature.com/articles/d41586-023-03479-4

This is one of those "the details are important, so don't just read the headline" articles.

Fabrication and errors in the bibliographic citations generated by ChatGPT: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10484980/

One of the more common "hallucinations" from Gen-AI is false citations, as shown in this article.

An article testing Turnitin's AI detection: https://www.bestcolleges.com/news/analysis/testing-turnitin-new-ai-detector/

Citing Use of Gen-AI

One way of addressing use of Gen-AI is to allow students to use it, but require proper citation, as with any other source. Below are common citation styles. With appropriate warnings provided in the assignments, students may still be held accountable for errors in what Gen-AI provided, use of plagiarized sources by Gen-AI, or false citations in the material.

Penn State Librairies Guidance: https://guides.libraries.psu.edu/GenAI/citing

MLA Citation Style: https://style.mla.org/citing-generative-ai/
Citing AI in APA style: Generative AI in APA style
Citing AI in Chicago Style: Generative AI in Chicago style

Other Gen-AI Resources

Gen-AI Product Tracker: https://docs.google.com/document/d/1yg7KJmMl7d_xZAGgHiXc-9iSNT5vmmp1iyK5zYcS2IE/edit

This Google doc providers information on all Gen-AI tools. You can read more about the project from this issue brief.

2025 **Student Guide to Artificial Intelligence**. This resource is a collaboration of Elon University and the American Association of Colleges & Universities (AAC&U). This resource is provided to students and institutions **free of charge** and is now available for download at:

www.studentguidetoAI.org

The guide is endorsed by the American Library Association, NASPA - Student Affairs Administrators in Higher Education, EDUCAUSE, Online Learning Consortium and the AMICAL Consortium. **If you would like a PDF customized for your department, college or university,** send a request along with a high resolution file of your logo to: imagine@elon.edu. We will return the custom PDF to you as soon as possible. There is no charge for this service.