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Understanding and Developing a Generative-AI Policy in the Classroom

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Abstract

This teaching case is designed to help guide instructors help their students navigate the potential and the pitfalls that come with using generative AI programs such as ChatGPT, Copilot, and their ilk. Based on current research, students tend to use generative AI to enhance learning, to "beat the system," or a mix of both. Regardless of their reasoning, using it without an understanding of the importance of appropriate, transparent use, or the realization that the programs themselves are not as reliable as advertised, opens the door to risks that can outweigh the rewards. To address at least some of these challenges, the case presents a flexible, multi-part classroom module that can be used in a number of ways. It begins with a PowerPoint presentation designed to provide a baseline of understanding, and continues with guided discussion questions, all of which ask the students to think about both behaviors that they have either engaged in or witnessed in terms of utilizing artificial intelligence. The culminating activity asks the students to draft an AI Appropriate Use Policy, which requires them to think not only about how it should be used but also the ethics behind such use.

Keywords: Artificial intelligence; generative AI; ethics; education; appropriate use policy; ChatGPT; Copilot

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1. INTRODUCTION

As artificial intelligence (AI) continues to advance, and as company after company continues to adopt it, it can feel like AI has become inevitable and unavoidable in life. How and when and where one should, or should not, use AI needs to be a discussion, not only in the classroom but also in the boardroom.

While companies tout the benefits of using AI and commercialize it, it's not yet the end-all-be-all that the media might portray. We have not reached HAL9000's sentience as seen in *2001: A Space Odyssey*. To date, ChatGPT, Grok, Gemini, DeepSeekR1, Dall·E and their ilk, remain as non-sentient as your average rock. While this statement can be taken tongue-in-cheek, it is not exactly wrong.

Generative AI (gen AI) does little more than provide out what the algorithms tell it to but understanding the "how" behind the generation of a specific response is nearly impossible, even for the programmers and engineers working behind the curtain. It is no accident that the term "black box" is applied to understanding large language models (Dobson, 2023).

This case is not here to tout the drawbacks of gen AI but to help students become more aware of what it can, and can't, do. Studies are showing that while students are using gen AI, they are not confident in their use and may not understand its ethical implications (Jin et al., 2023; Cahill & McCabe, 2024)

Cavazos et al. (2024) determined that students have two "primary motivations" for using gen AI The first, Value and Convenience Motivation, involves using it to improve their education; and the second, Hedonic Motivation, is using it to complete a task with little to no interest in improving their education – e.g. "beating the system" by substituting what ChatGPT provides rather than take the time to learn the material. In light of these motivations, the recommendation in general is that instructors and institutions develop an appropriate use policy for AI as well as ensuring that students are aware of the issues that exist within AI usage (Cavazos et al. 2024).

Providing users with an understanding of AI and its existing issues can help them make more informed choices regarding usage (Foroughi et al., 2023).

One challenge is that there is no consistency between models or answers. Each gen AI program uses different data sources, and methodologies to create their responses to users, which leaves significant room for errors, inconsistencies, and differences in detail (Marr, 2024; Swindell et al., 2024; Wong, 2023).

Additionally, the well-documented "hallucinations," such as Gemini once telling a user that non-toxic glue can be used to keep cheese from sliding off of pizza or that people should eat rocks, cannot be ignored or dismissed as harmless one-offs (McMahon & Kleinman, 2024). AI hallucinations in court records are also on the rise. *AI Hallucination Cases* tracks known cases where gen AI provided not only "fake citations, but also other types of arguments" (Charlotin, 2025).

Schools and businesses alike are struggling to develop effective policies relating to ethical, transparent, and appropriate use of gen AI An Appropriate Use Policies (AUPs) for gen AI define the ethical, secure, and academically honest ways individuals may use AI tools such as ChatGPT or DALL·E, ensuring that their use supports learning, respects intellectual property, and avoids misuse like plagiarism, misinformation, or unauthorized data sharing. AUPs are not new. We saw similar struggles requiring the development of Appropriate Use Policies relating to company email and to social media in their early days. Work by Adams et al. (2024) points out a growing need for AUPs for AI, particularly in the healthcare field as it deals with sensitive, private information. However, *sensitive, private information* is not exclusive to healthcare, and can be equally applicable to computer science, education, and business, as each field deals with its own version of intellectual property, customer information, financial data, etc.

Conversations with colleagues at the authors' institutions provide anecdotal evidence that students need at least some degree of

understanding of when and how to use gen AI – as well as when not to use it.

At our universities, the prevailing AI policy is "it's up to the instructor." While this autonomy can be appreciated in terms of trust and academic freedom, determining what this means and how to implement it can be challenging. It also means that students are confused as there is no consistent AI policy across their classes.

This teaching case is thus designed to help instructors introduce the concept of gen AI to their students, help them think critically about its role in both their education and their careers, and in the end guide students through the development of an AI Appropriate Use Policy.

2. STEPS TO INTRODUCING AI

In most cases, the students' experience with gen AI will run the gamut. Some will be at least vaguely familiar with it, they will know that it exists (they may have read summaries of search results by Gemini, or they may have seen Grok factcheck on Twitter/X), and others will be regular users, generating text and images for a myriad of reasons.

This teaching case can be tailored to most courses quite easily, and depending on the subject, the Appropriate Use Policy can be created for an outside company or for the class itself. For example, in a leadership course, where the instructor already had an appropriate use policy, and the class was already familiar with it, students had four weeks to develop a policy for a healthcare system. In a composition class, the policy is class-specific, and creation took only two class periods – one day for in-class discussion, and one day for development.

The case consists of the five steps listed below.

1. **Pre-test:** a survey to gauge student familiarity with gen AI (Appendix A).
2. **PowerPoint lecture on generative AI:** provided in the teaching materials that accompany this case.
3. **Post-test:** a second survey to determine how student understanding has/has not changed after the presentation (Appendix A).
4. **A. I. Appropriate Use Policy assignment:** The steps provided are detailed enough for the students to create a code specific to their industry, but the assignment can be simplified if the instructor just wants to create a code for their class.
5. **AI self-report:** this is an optional addition. Some instructors at our institutions require students to submit self-reports (Appendix B) that document their use of gen AI The purpose is to encourage discussion between student and instructor regarding usage, and to discourage the need for punitive measures.

It is up to the instructor to determine how much or how little of this case works for them and their course.

3. PRE- AND POST-TESTING

The questions in the pre- and post-surveys (Appendix A) are designed to provide instructors with a general idea of their students' needs.

We would recommend giving the pre-survey a day or so before the PowerPoint lecture, which will provide the instructor time to review the results and, if needed, personalize the lecture. The post-survey can be given at the end of the lecture or after the students complete the Appropriate Use assignment. The approximate time for these short surveys is 15-20 minutes.

The survey was created using ChatGPT and a series of prompts, including *Write a ten-question multiple-choice pre-test for students to measure their understanding of generative AI; Rewrite the test for college-level students; Add five questions relating to ethical use of AI;* and *Based on the provided lecture notes, write five multiple choice questions.* The final itineration was a combination of the responses. Some of the questions were edited to better align with the PowerPoint presentation.

4. PPT PRESENTATION ON AI

The presentation was, with minor exceptions, written by ChatGPT and Copilot and illustrated by Canva and OpenAI. APA citations giving credit where due are in the notes section of the presentation and a reference slide at the end. Students are told at the beginning that gen AI was used to create what they see on the slides, but the explanations are wholly human generated.

Suggested lecture notes are provided in the notes section of the PowerPoint.

The content is general enough that regular updates will not be required, but instructors who

would like to know when updates become available are welcome to contact the lead author. There are six sections to the presentation:

- Gen AI defined
- Manipulating gen AI
- Ethical issues
- Using gen AI in class
- ChatGPT's distinctive writing style
- Recognize AI-generated images

The presentation should take roughly 30-40 minutes. It is recommended that instructors schedule at least a 50-minute class period for this, particularly if they wish to use some of the discussion questions in the next section.

5. DISCUSSION POINTS

This section contains three sets of discussion questions. The first set are general questions that can be used with the introductory lecture or on their own. The second set introduces ethical concerns and asks questions to help students think in terms of appropriate use. The third set of questions provides students and instructors a chance to experiment with gen AI and discuss the results. The (P) indicates that these questions directly relate to content in the PowerPoint.

For instructors who use Zoom, Nearpod, or other online lecture programs/interactive programs, these questions can be reworded to use as polls or short answer questions to encourage interaction. They can also be adapted as discussion questions for an online class.

Question Set 1

There are no "wrong" answers for this section.

- Do you know what generative-AI is? If so, how would you explain it to someone who is unfamiliar with it? (P)
- Have you used AI before and, if so, how? Which programs? (P)
- Are you aware of problems with using gen AI? If so, what are they, and why do you see them as problems? (P)
- What are some ethical issues that you associate with using generative-AI in school or at work? Why? (P)
- Are there ways in which someone can use generative-AI ethically? (P)
- What are some "tells" that indicate an image or text is A.I generated? (P)
- How good are you at determining if something is or is not AI generated? Why?

Question Set 2

This next set of questions can be used as prompts to help the students start thinking about the ethical issues involved in using generative AI as well as creating a formal Appropriate Use Policy.

- How do you feel about an instructor using gen AI to grade your written work? Is there a difference between using gen AI to grade and then editing the response and using gen AI to grade and not editing it?
- How do you feel about gen AI reviewing your job application and rejecting/accepting you? Why do you feel this way?
- What expectations do you have for the company that you will someday work for – specifically, how do you think they should or should not use gen AI? Why? Be as specific as possible.
- What are some ways in which you know that companies are using gen AI today? Do you see any of these uses as problematic or unethical? Why or why not?
- How do you feel about algorithms that decide what you see online. Some people believe that this removes personal choice. What do you think about a program deciding what you will or will not see/read and why?
- Gen AI is not infallible. There are cases where it has hallucinated/given inaccurate information or make inappropriate statements. In cases such as these, who should be responsible for AI output and why? (The company? The person who wrote the prompt? The program itself?) (P)
- How would you describe ethical use of gen AI in either the workplace or classroom? Explain your reasoning. (P)
- Utilitarian ethics believes that the ethical choice is the one that causes the least amount of harm to the greatest number of people. How might this philosophy influence your choices in using gen AI? How might it guide an Appropriate Use Policy? (P)
- Kantian ethics suggests that we use the Categorical Imperative to determine whether or not an act is ethical. The Imperative states that one should only act if one is comfortable with their actions becoming universal law. In short, if you can do something, then everyone can do something, e.g. if you lie, then everyone can lie. With that in mind, how might this approach guide your choices in using gen

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AI? How might it guide an Appropriate Use Policy? (P)
- Now that you are thinking about using gen AI, your expectations, and your experiences, brainstorm and create a list of what you would like to see in an Appropriate Use Policy.
    - Consider looking up policies posted by different companies and universities.

Question Set 3
For this final set of questions, students should have access to at least one free generative-AI program (e.g., including but not limited to ChatGPT, Gemini, or Copilot). These questions require the students to use generative-AI and/or the internet and then discuss the results.

In all cases, the ideal conversation will help the students to learn more about gen AI, bring up new questions regarding effective, ethical, and transparent use, and help them develop their own philosophies on use.

- To illustrate the ways in which different programs can provide different answers, ask the students to ask their generative-AI program a question (provide the same prompt for everyone). Compare the answers.
- Ask the students to play tic-tac-toe with the program (Prompt: Let's play tic-tac-toe). What are the results? Does one program understand strategy better than another? Why do you think this is?
- Ask the students to have the program write a one-paragraph biography for them (Prompt: Write a one-paragraph biography for *name of student*). What are the results? Are they accurate? How do the students feel about gen AI being able to write about them?
- Have the students ask the program the same question twice, but word the second prompt differently (e.g. *What are some ways to use AI ethically?* Then *What are some ethical uses of AI?*). How are the answers the same? Different? How can prompts influence answers and why might this be an ethical concern?
- For a more detailed assignment, ask the students to review these websites: United States' AI Bill of Rights, Canada's Artificial Intelligence and Data Act, and the European Union's Artificial Intelligence Act and compare them in terms of regulation, human oversight, security, privacy, and social and environmental well-being. These are the first efforts to regulate the use of AI (Tang & Su, 2023) and are not definitive. Do the students see ways in which these efforts are starting to fall short or are lacking in general? How has technology changed since these laws were passed?
- It is easy to focus on the problems that come with gen AI But what about the positives? How has gen AI helped you learn or complete a task?
- After using generative AI to complete some of these tasks, what concerns or questions do you have regarding how people are using generative AI, either for personal or professional use?

6. AI APPROPRIATE USE POLICY ASSIGNMENT

In this section, directions for the AI Appropriate Use assignment are provided. These are general directions and should be edited as needed depending on the course in which this assignment is undertaken.

In cases where the students are unfamiliar with gen AI, it is recommended that the instructor begin with an introductory lesson (their own or the PowerPoint provided in the Instructor Materials) and use at least some of the questions from the first set of questions in Section 5.

If used, the presentation is designed to take roughly 30-40 minutes, depending on the class, delivery method, and questions asked. This presentation is typically given within the first few days of class and used to set expectations for the students and use of AI

The AI Appropriate Use assignment can be introduced at any time during the term. The original version of this assignment was developed for a leadership class that consisted of juniors and seniors studying management. As a result, rather than recommend creating a policy for the course, they were challenged to create one for the field they were entering. For example, students who had their summer internships lined up at a skilled nursing facility chose that industry.

The assumption with this assignment is that all students have some working knowledge of generative AI and are aware of its shortcomings (inaccuracies, hallucinations, bias, inability to engage in critical thought, etc.) as well as its benefits.

1. Introduce the idea of creating an AI

Appropriate Use Policy and explain to the students that this is increasingly a necessity in the workplace, as AI is not going away. Use some of the questions provided in the previous section to begin a conversation of what concerns they think exist in the workplace. Guide the conversation so that, at minimum, they come up with these concerns (Tang & Su, 2024):

- Algorithmic bias and discrimination
- Data privacy
- Transparency
- Professional misconduct

2. Ask the students to define each of these and explain why they are a concern. Short explanations for these are provided in Appendix C.

3. Explain to the students that they will be creating an AI Appropriate Use Policy that can be used in their future/current workplace or internship site. Their code should address the points developed in class.

4. When creating an AI Appropriate Use Policy for a company, the students are divided into small groups of 3-4 and asked to generate a document for the industry or company of their choice.

   It is up to the instructor if they want to provide formatting requirements, e.g. number of paragraphs or pages, use of bulleted lists, illustrations, creation of an infographic, etc.

   We have not yet provided formatting requirements aside from expectations outlined in the rubric (Appendix D).

   The rubric has been refined using ChatGPT to reflect the four concerns listed above. As with the pre- and post-test, it took several iterations and multiple prompts. The final version was then edited by hand.

5. The final deliverables will be the final Applicable Use Policy and the AI self-report.

In terms of time requirement, this is a flexible assignment. Aside from the PowerPoint and one class used to introduce the assignment, there are no other in-class time expectations.

If instructors want to make sure that students do not use generative AI to create the Appropriate Use Policy, it is recommended requiring all work be done in class and/or students submit multiple drafts throughout.

If the students are allowed to use generative AI for this assignment, instructors should consider requiring students to submit copies of all prompts and generated answers to show (a) that more than one prompt was used, and (b) that students critically engaged with the content – e.g. reading, evaluating, editing, and proofreading. While this can create extra work for the instructor, it can help deter students from a one-prompt-and-done approach.

Finally, while up to the instructor, it is recommended that the students present their policies to the class to discuss the differences in design and expectations and note whether the chosen industry would impact any decisions how gen AI is used.

7. STUDENT SELF-REPORT ON AI USAGE

The final piece to this teaching case is the AI Self-Report (Appendix B). The self-report can be used with any assignment as seen fit. For our purposes, we use them when students generate written work outside of the classroom, the exception being discussion boards (so far).

As with the rubric and the pre- and post-test, the self-report was generated by ChatGPT based on specific requests from the authors.

The emphasis with the self-report is not to "catch" students using AI to cheat, or to punish them, but to encourage them to think critically about how they are using it. The self-report opens the door for conversations that focus on use, providing a learning opportunity for the students.

8. REFLECTION

In reflecting on how successful these various endeavors are and have been, the answer seems to be that, yes, overall, these assignments worked.

The challenge is documenting those successes. Our adoption of these assignments has been in steps, so the PowerPoint presentation has been used for five semesters and presented to 23 classes, both on-ground and online, but the pre- and post-tests to survey students understanding

have only been used for one semester, for three ground classes.

If success is measured in engagement, then the PPT has been successful in helping students think about what AI is and how they can use it appropriately. There are still some classes where students simply take in the information, but there are also those that evolve into discussion. We have found that use AI-generated images and asking students what is "wrong" with them helps start some conversations and increase engagement in general.

The pre- and post-tests indicate that learning and understanding do take place, but we are looking at refining it after collecting more data from the next semester. It is likely that we will rephrase and simplify some of the wording.

The fact that we used AI to generate the tests as well as the self-report have lead to some in-class conversations, specifically on how it takes multiple prompts to create a working draft. In on class, one author walked the students through the process of writing and refining prompts.

The Acceptable Use Policy assignment will not undergo any significant changes before it is used again, as it has worked well – students were able to provide the assigned content with no more challenges than they would any other project. It is possible that the small class sizes was the reason that significant issues did not occur, so we look forward to testing it in larger classes.

This is the second version of an AI self-report. It replaces one asked the students to rate how much they used AI to complete the assignment. While it seems that most students were honest, the original self-report did not result in much reflection.

Since this version asks more specific questions, it helps guide the reflection process. As of this writing, the students' self-reports are more detailed, helping encourage conversation as needed, but it has also added to the time spent grading papers.

9. CONCLUSION

There is sometimes concern that an instructor needs to be well-versed in gen AI for any aspect of this assignment to be successful. While it is helpful, it is not a hard-and-fast requirement. There are articles, books, and podcasts that can help one familiarize themselves with gen AI relatively quickly.

AI is constantly evolving, which means that some concerns today will be less concerning tomorrow. For example, AI is known for stereotyping and bias, and there are attempts to correct this (Bowen & Watson, 2024). Anecdotally, asking Canva for an image of a college professor no longer results in just a middle-aged white male with glasses and grey hair, and asking for images of a classroom now includes more diverse representations of students. This does not mean that the program understands the problem. It just means that the programs have been adjusted, and the training materials have expanded.

The provided PowerPoint contains not only notes that can be used to lecture but also reminders/prompts that acknowledge the ever-changing nature of this technology.

Perhaps the greatest challenge is keeping in mind that AI is not sentient. While it can provide an impressive imitation of sentience, it remains nothing more than a collection of zeroes and ones. It is, as explained by Copilot, just a "very advanced autocomplete" (Copilot, 2025).

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APPENDIX A

Editable versions of the pre- and the post-test, as well as the answer key, are in the Instructor's Materials.

Generative A.I. Post-Test

How well do you understand generative A.I.? The following questions were generated by ChatGPT to gauge your existing knowledge.

1. **What is "generative A.I."?**
   A) A.I. that classifies existing data
   B) A.I. that generates content such as text, images, or audio
   C) A.I. that only analyzes statistics
   D) A.I. that controls robotic movements

2. **Which of the following is an example of generative A.I.?**
   A) Midjourney
   B) Grammarly
   C) Copilot
   D) Predictive text
   E) All of the above
   F) None of the above

3. **What type of data is commonly used to train generative A.I. models?**
   A) Random numbers
   B) Pre-programmed rules
   C) Large datasets of human-created content
   D) Binary code only

4. **True or false: A.I. cannot think critically because it cannot evaluate information using reason, previous experience, or emotions.**
   A) True
   B) False

5. **How does a language model like GPT generate text?**
   A) It memorizes books and repeats them
   B) It uses templates and fills in blanks
   C) It predicts the next word based on patterns in training data
   D) It records and replays human voices

6. **Which of the following statements is true about generative A.I.?**
   A) It always produces accurate information
   B) It never uses real data
   C) It can generate biased or harmful content if not monitored
   D) It is conscious and understands human emotions

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Generative A.I. Post-Test

7. **Why is it important for students to critically evaluate content generated by A.I. tools like ChatGPT?**
   A) A.I. tools always provide deeply researched and unbiased information
   B) A.I. systems give proper credit to original authors
   C) A.I. may generate inaccurate, plagiarized, or biased content without understanding what it produces
   D) A.I. can fully replace the need for human thinking in academic writing

8. **In what way might generative A.I. impact the job market?**
   A) It will eliminate all human jobs by 2030
   B) It will create demand for more manual labor jobs
   C) It may automate some creative and technical tasks while generating new roles in A.I. oversight and ethics
   D) It has no impact since it's limited to entertainment purposes

9. **Which of the following is a case of using A.I. to plagiarize?**
   A) Using A.I. to help brainstorm ideas for an assignment
   B) Citing A.I.-generated content properly in a research paper
   C) Submitting A.I.-generated text as your own original work without attribution
   D) Asking an A.I. to explain a difficult concept in simple terms

10. **Which of the following is considered a responsible practice when using generative A.I. in academic work?**
    A) Using A.I.-generated essays without attribution
    B) Letting A.I. models write code without reviewing it
    C) Using A.I. tools for brainstorming or outlining, with appropriate citation or acknowledgment
    D) Submitting A.I.-generated work under someone else's name

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APPENDIX B

An editable version is available in the teaching materials.

A.I. Self-Report

Directions: Complete this form for each written assignment. Submit with your work.

1 AI Use Summary

Describe how you used AI for this assignment:

_____

2 AI Tools Utilized

Which AI tool(s) did you use? _____

_____

3 Extent of AI Involvement

Select how much AI was involved in each stage of your writing:

Aspect of Writing	No Use	Minimal Use	Moderate Use	Extensive Use
Idea Generation	☐	☐	☐	☐
Drafting / Content Creation	☐	☐	☐	☐
Editing / Proofreading	☐	☐	☐	☐
Citation / Source Finding	☐	☐	☐	☐

_____

4 Academic Integrity

Did you follow your school's AI usage policy? Yes / No / Unsure (circle one)

If "No" or "Unsure," explain briefly:

_____

5 Personal Reflection

How did AI affect your writing process and learning?

Copilot. *Conversation about AI Self-Report for College Assignments.* 13 July 2025, Microsoft Copilot.

APPENDIX C

Short definitions of the terms provided in Section 6.

- Algorithmic bias and discrimination
  - There is significant evidence of AI models exhibiting "bias and discrimination, which reinforces inherent stereotypes." Research consistently finds that this issue manifests in forms such as gender discrimination, racial and ethnic discrimination, class discrimination, and cultural bias. Gender discrimination appears to be the most prevalent (Tang and Su, 2024).
  - This discrimination can be seen in instances such as AI assuming doctors are men and women are nurses, or all soldiers are men. Another example would be the sexualization of women.
  - According Kooli, as cited in Tang and Su, AI "can produce inaccurate results or misleading information, which can result in decisions being made against specific groups" (2024).

- Data privacy
  - Since AI trains on data that is available on the web, everything that is posted can be considered fair game. This data can and does include "personal background information, academic performance, facial expressions, and verbal records," just to name a few (Reiss, as cited in Tang & Su, 2024).
  - However, an additional concern can be the data that is uploaded into the system, with or without permission of the data's owner. For example, if a salesperson uploads their client data to ChatGPT and asks for a summary of the information, the clients' information becomes part of the program and the client – as well as the salesperson – loses control of it. In some cases, this is a non-issue, but in cases of personal health information, a company's financial information, intellectual property, or student records, concern can be warranted.
  - There is an additional concern in that those whose information is used may not have the ability to opt out. In fact, they may not even be aware that this information is being used by AI
  - It should be noted that this concern relates to the invasion of privacy, not the intent of the user.

- Transparency
  - The question of *when* AI is being used is the question – and the follow-up would be whether or not the audience is aware of its use. For example, should an instructor tell students that their assignments are being graded by AI, or is it necessary for a patient to know that their medical procedure was approved or denied by AI? Other examples can include a businessperson using AI to write a form letter, a chatbot answering basic factual questions (e.g. answers a question about what time the office closes), and a student using Grammarly to clean up an original essay.

- Professional misconduct
  - This can relate to the concept of transparency in the sense of people knowing who or what created the information they read and the answers to the questions they ask.

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APPENDIX D

An editable version is available in the teaching materials.

A.I. Appropriate Use Policy Rubric

Category	Excellent (Full Points)	Proficient (Partial Points)	Needs Improvement (Minimal Points)	Points
Data Privacy	Clearly defines how A.I. tools must protect sensitive data (e.g., student, health, financial). Includes specific examples and enforceable policies.	Addresses data privacy but lacks specific examples or detail.	Mentions privacy but is vague or unclear.	/12
Professional Misconduct	Clearly outlines what constitutes misconduct (e.g., cheating, false authorship) with examples and consequences.	Addresses misconduct but lacks clarity or consistency.	Vague or missing misconduct guidelines.	/12
Bias and Discrimination	Identifies risks of A.I. bias and discrimination and includes strategies for promoting fairness, equity, and inclusion.	Mentions bias but offers few or generic strategies.	Does not meaningfully address bias or fairness.	/12
Responsibility for Content	Explains how users are accountable for the content they generate using A.I., including accuracy, citations, and ethical use.	Mentions responsibility but lacks clear expectations or practical guidance.	Responsibility is unclear or missing.	/12
Transparency	Promotes openness about when and how A.I. is used. Includes examples of disclosure (e.g., in writing, assignments).	Mentions transparency but with limited examples or implementation.	Lacks transparency expectations or leaves it undefined.	/12
Grammar and Clarity	Writing is grammatically correct and clearly communicates ideas. Professional and appropriate tone throughout.	Mostly clear with some minor grammar or clarity issues.	Multiple grammar issues that affect readability.	/10
Formatting and Organization	Clearly structured with logical flow, visually consistent formatting. Highly readable and professional.	Mostly well-organized; minor formatting or layout issues.	Poorly organized or difficult to follow due to formatting problems.	/10
TOTAL				/80

OpenAI. (2025). *ChatGPT conversation with user on creating an AI use policy rubric* [Large language model conversation]. Retrieved July 15, 2025, from https://chat.openai.com/.