BROPHY COLLEGE PREPARATORY

AI GUIDELINES FOR ACADEMIC INTEGRITY

Introduction

These Artificial Intelligence guidelines, published in the Fall 2024, serve as a framework for Brophy College Preparatory students, faculty, staff, and parents. Guided by Brophy's AI Philosophy, this serves as clarity and direction as we seek to incorporate AI into learning and classroom conversations, explore the myriad new possibilities AI creates, and examine the ethics, inequities and risks of computer-generated content. It is noteworthy that these guidelines originated as recommendations from Brophy's Student AI Committee.

1. Assistive AI Allowed by Default, Generative AI Requires Teacher Permission

Brophy's 2023/2024 AI guidelines stated that students can and likely would use AI, but only with teacher permission. The intent of this policy was to prevent students from using AI to easily plagiarize academic work or take unfair advantages. While that remains a concern, the approach limited—if not prohibited—many legitimate benefits that AI creates. Consider three short case studies:

- Under that policy, if a student uses AI without a teacher's permission to research an assigned academic topic and find primary sources, he is committing academic dishonesty, even though he could do the same thing with Google Scholar or an academic database such as EBSCO.
- A student who was struggling to complete an assignment at home and who asked AI to describe a topic in an easier to understand way could be committing an academic ethics violation, even though he could find the same help from a knowledgeable parent, Khan Academy or another teacher's YouTube video without question.
- A student who used AI without permission to identify grammatical mistakes in an essay may be academically dishonest even though a student could seek help from a parent, a paid tutor, or the Peer Editing Network on campus with no consequence.

In order to lean into the powerful potential of AI with a special emphasis on making sure students have equitable access to resources to help level the academic playing field, the Student AI Committee recommended that Brophy should essentially flip the guidelines so that some level of AI is always acceptable unless specifically prohibited.

This change requires clarity and instruction for students and faculty, particularly about how to identify the line between assistive and generative AI. To help with that, the Student Committee identified levels of AI usage that encourage transparency and will help students to be aware of how they are using the tools and why. In the list below, Levels 1 and 2 should be allowed by default unless specified. Level 3 always requires teacher permission and transparency.

AI Levels for Academic Integrity

Level 0: AI cannot be used. This is reserved for secure testing and in class assignments where AI should not be used in any form.

Level 1: AI can be used in an assistive role for research, brainstorming and problem solving like with a search engine, Khan Academy, or Youtube.

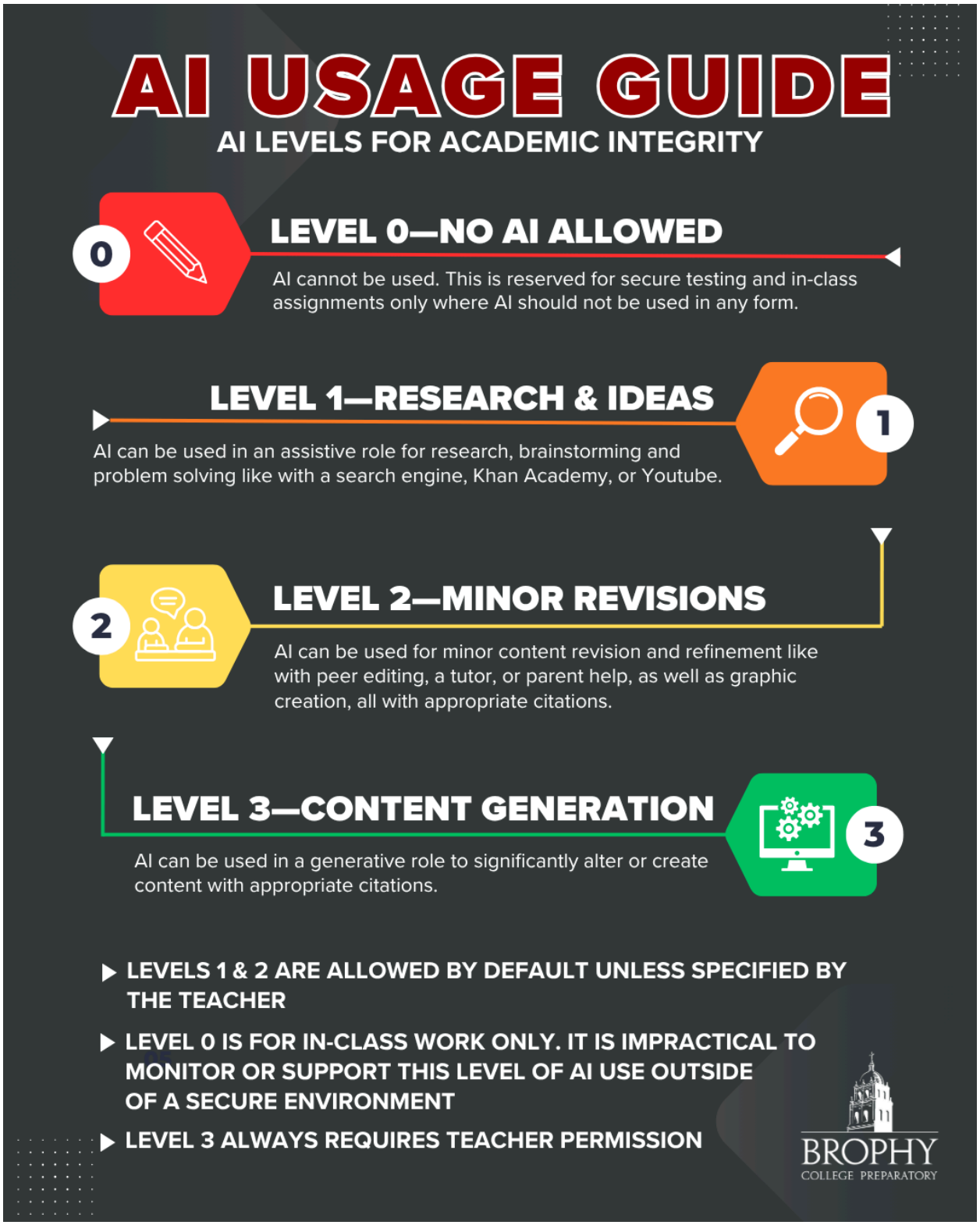
Level 2: AI can be used for minor content revision and refinement like with PEN, a tutor, or parent help, as well as graphic creation, all with appropriate citations.

Level 3: AI can be used in a generative role to significantly alter or create content with appropriate citations.

MLA offers citation guidelines for AI. If students are unsure about AI use they should always consult with teachers before submitting work. As always, students should expect to submit any written work through Turnitin.com as a standard plagiarism check.

This change is consistent with Brophy's AI philosophy statement to teach students how to responsibly use this powerful tool while also emphasizing academic integrity. This specific section of the Academic Ethics guidelines in the 2024-2025 handbook sets the foundation for this change (new content in red):

> The development of AI technology has potential to be both instrumental to progress and disruptive to education, future careers, and other business and intellectual endeavors. In full awareness of that, rather than avoid or block AI, Brophy incorporates it into learning and classroom conversations, while exploring the new possibilities it creates, and examines the ethics, inequities, and risks of computer-generated content. Students are expected to be transparent about any AI use and include complete MLA style citations when appropriate. Teachers may indicate when AI can and cannot be used on an individual assignment basis. Students who use AI for plagiarism, meaning that they use AI to create an unfair advantage for themselves or use AI as a substitute for their own original work, will be subject to academic and disciplinary consequences. Students are encouraged to ask their teachers for clarity about when to appropriately use AI as part of any assignments or assessments. For more information about AI usage, please see Brophy's AI philosophy statement.


AI USAGE GUIDE
AI LEVELS FOR ACADEMIC INTEGRITY
0
LEVEL 0—NO AI ALLOWED
AI cannot be used. This is reserved for secure testing and in-class assignments only where AI should not be used in any form.
LEVEL 1—RESEARCH & IDEAS
1
AI can be used in an assistive role for research, brainstorming and problem solving like with a search engine, Khan Academy, or Youtube.
2
LEVEL 2—MINOR REVISIONS
AI can be used for minor content revision and refinement like with peer editing, a tutor, or parent help, as well as graphic creation, all with appropriate citations.
LEVEL 3—CONTENT GENERATION
3
AI can be used in a generative role to significantly alter or create content with appropriate citations.
LEVELS 1 & 2 ARE ALLOWED BY DEFAULT UNLESS SPECIFIED BY THE TEACHER
LEVEL 0 IS FOR IN-CLASS WORK ONLY. IT IS IMPRACTICAL TO MONITOR OR SUPPORT THIS LEVEL OF AI USE OUTSIDE OF A SECURE ENVIRONMENT
LEVEL 3 ALWAYS REQUIRES TEACHER PERMISSION
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2. Users Must Take Full Responsibility for AI Content

AI can be a helpful tool to summarize content, generate text, analyze data, plan lessons, build projects, and brainstorm ideas. However, students, faculty and staff members must always take full responsibility for whatever content he or she presents, regardless of the level of AI use. The Arizona Institute for Education and the Economy writes that, “It’s essential that humans serve as a critical navigator of AI use and ensure alignment with education and societal goals” (Arizona Institute for Education and the Economy). AI users should never publish content at any level without personally reviewing it first. Users should cite AI material whenever appropriate and pay special attention to verifying any AI generated content is accurate, ethical, and in an appropriate tone.

3. Concerns About Student AI Use Should Maintain A ‘Start a Conversation’ Approach

If teachers are concerned about potential academically dishonest AI-generated content because of differences in writing style, an AI detection tool, or other reasons, they should initiate a constructive conversation with that student. Students have reported being accused of using AI when they did not, or seeing a classmate experience that. This obviously puts students in a difficult and unfair situation with teachers. While AI detection tools can be helpful, they can also be unreliable and produce false positives. Therefore they should not be relied upon to make definitive judgments about academic integrity.

Instead, teachers should engage the student in a dialogue about how the content was created, providing an opportunity to explain their process and for the teacher to offer guidance on proper use of AI tools. This approach fosters a supportive learning environment, encourages honesty, and helps students understand the ethical use of technology in their academic work. After that conversation, anything that would be considered a violation of our AI Guidelines and Academic Ethics Policy should be referred to the Dean’s office.

Teachers should no longer assign writing strictly as homework. Writing should be done in an in-class, secure method such as Lockdown Browser or an in-class workshop environment with

opportunities for review and revisions with teachers along the way. That way students build their final product and learn about the writing process with guidance, and teachers will be familiar with the content before the final draft. At a higher level, the potential for AI use should encourage all teachers to think about evolved ways for students to demonstrate understanding that can't just be pasted into an AI chat. The Arizona Institute for Education and the Economy states, "We can challenge the traditional notion of cheating and plagiarism by redesigning curriculum and assignments that students are eager to learn and are willing to invest time and effort to complete" (Arizona Institute for Education and the Economy).

Of course teachers and students can consult with the Dean's office or administrators with any questions or for guidance with these conversations. The Student AI committee advocated for this approach.

4. AI Literacy Vital for All Users

As AI continues to redefine how we learn and work, it is important that all students, faculty and staff are especially open to and seek out AI literacy. Digital Promise, a global academic non-profit organization, defines AI literacy as "the knowledge and skills that enable humans to critically understand, use, and evaluate AI systems and tools to safely and ethically participate in an increasingly digital world" (Digital Promise). While AI tools are new and evolving and there is much to learn and define, users should be aware of how AI is trained, mindful of potential bias, cautious of false or "hallucinated" responses, advocate for AI transparency and equitable access, and protect their own and other's data while using it. Teachers talking to students about AI literacy as they use the tools is an important first step to learning together. As The Arizona Institute for Education and the Economy stated, "Creating an AI-literate population is the only true approach to shaping an AI-driven world that is safe and just" (Arizona Institute for Education and the Economy).

5. AI Generated Feedback, Grades, and Formative Assessments

AI can significantly streamline the feedback process for teachers and students on routine assessments by providing instant, targeted feedback. This efficiency should allow teachers to focus more on complex evaluations and personal student interactions, and provide students with feedback they might not otherwise receive, at least as quickly. Teachers are encouraged to guide AI feedback with customized rubrics that align with their teaching style, course outcomes, and the specific parameters of each assignment, ensuring that feedback is relevant and specific.

While AI can recommend grades, the ultimate responsibility for assigning grades remains with the teacher, who must use their professional judgment to finalize evaluations. By treating AI scores only as recommendations and reviewing them carefully, teachers can maintain the integrity and personalized nature of their feedback.

Tools such as Flint offer ways for students to receive this type of individualized feedback and instruction via teacher-designed and curated assignments and activities. This type of work is best for formative assessments rather than summative. One of the largest values is students having the interactive experience and what they gain from it, not necessarily what they knew at the start of the process. Teachers should always maintain a high level of control, oversight, and assessment integrity over summative assessments.

6. AI Should Allow Users to Repurpose & Reinvest Time

Students, faculty, and staff can consider ways that AI can save time in their work in line with school and academic ethics policies. AI technology is not merely a tool but an opportunity to enhance the efficiency of our daily operations, allowing us to focus more on meaningful, in-person interactions and digging deeper into academic content and connections to the world around us.

The Jesuit tradition emphasizes cura personalis—care for the whole person. By using AI to help manage the more mundane—albeit essential—elements of school operations, we can create time and energy to better fulfill this commitment and reinvest time and energy toward people, the community, conversations, our core values, and the mission of our school.

Works Cited

Arizona Institute for Education and the Economy. "Generative AI in K-12 Education Guidance | College of Education." *Generative Artificial Intelligence in K-12 Education*, Northern Arizona University, 2024, https://nau.edu/aiee/azai. Accessed 3 October 2024.

"Create an image of a light bulb with soft jets of light coming out of it in all directions. Black background. Blue and white tones." *DALL-E*, OpenAI, 1 Oct. 2024, https://chat.openai.com.

Digital Promise. "AI Literacy – Digital Promise." *Digital Promise*, https://digitalpromise.org/initiative/artificial-intelligence-in-education/ai-literacy/. Accessed 3 October 2024.