

Guidelines for Academic Integrity & Responsible Use of Artificial Intelligence (AI)

FAIR (Faculty Advisory group on Integrity & Responsibility):

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PURPOSE

This document provides **optional guidelines** and **sample syllabus language** to help faculty communicate expectations for student use of AI tools within their courses.

These are **not policies, not a framework, and not a mandated model**. Each faculty member is the **sole authority** in determining appropriate expectations for their course, consistent with:

- Academic Freedom
 - Pedagogical goals
 - Course level and disciplinary context
 - The [Ramapo College Academic Integrity Policy](#)
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ACADEMIC INTEGRITY CONTEXT

The Ramapo College Academic Integrity Policy requires students to produce original work and accurately represent the sources and tools used in the development of academic assignments.

Relevant points from the policy include:

- Academic dishonesty includes plagiarism, cheating, fabrication, and academic misconduct.
- Plagiarism includes presenting work, ideas, or text generated by online tools or AI as one's own without acknowledgment.
- Faculty must clearly communicate expectations regarding collaboration, citation, use of technology, and academic honesty.

When violations occur, according to established Ramapo procedures (see: [Ramapo College Academic Integrity Policy](#)), instructors may choose to:

- Resolve (or intend to resolve) the matter directly and inform the Office of the Vice Provost of the outcome; or
 - Refer the case to the Office of the Vice Provost for handling
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THREE OPTIONS FOR SYLLABUS GUIDELINES & SAMPLE LANGUAGES

The following three options reflect a range of instructor preferences for student use of generative AI tools. Faculty may modify language to suit their needs.

Options	Pedagogical Philosophy	Core Message to Students
Option 1: Prohibited Use	Academic independence and traditional integrity values.	“Learning means developing your own ideas — AI tools are not permitted.”
Option 2: Selective Use	Controlled and selective experimentation; AI as a tool for learning, not performance.	“You may use AI thoughtfully for specific purposes, with full transparency.”
Option 3: Integrated Use	Encouraged discussion and exploration of AI use. Ethical reasoning and critical thinking.	“Reflect on how and why you use AI — focus on ethics and accountability.”

Option 1: Prohibited Use

Faculty adopting a policy that strictly prohibits the use of AI in coursework should create syllabi that include statements on academic integrity policy at the college and for the individual course. Both should address the prohibition of AI use. The course-specific policy should include specific details on what the policy is and how the instructor will enforce it.

A. Sample Statement about Academic Integrity & AI Use - For Syllabus Use

Policy on Academic Integrity: Students are expected to read and understand Ramapo College’s academic integrity policy, which can be found online in the *College Catalog* ([here](#)). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member or will be referred to the Office of the Vice Provost.

Regarding AI-generated content: Prohibited Use

AI is prohibited for this class. Submitting any assignment composed or supplemented with generative AI tools (including but not limited to ChatGPT, Grammarly, Claude, etc) will be considered an act of academic dishonesty. Please note that the updated policy on academic integrity calls for instructors to report all such cases to the Office of the Vice Provost.

B. Further Advice for Adopting a Prohibitive Policy on AI

Until we have more reliable AI-detection tools, faculty who wish to restrict the use of AI tools in their courses should consider reimagining assignments and exams and adopting teaching strategies that strongly discourage the use of AI tools. This includes but is not limited to conducting more reading in the classroom or using pop quizzes to ensure students complete assigned readings; writing and drafting by hand using materials that remain in the possession of the faculty member until the student uses them as the basis for producing a final draft; adopting the use of composition tools like Revision History and Process Feedback in conjunction with strict rules about copying and pasting to make using AI tools to cheat more arduous and fraught with risk of error; using the Lockdown Browser and other college-supplied resources for in-class exams and compositions; returning to blue books, prohibiting the use of electronics in the classroom, and requiring students to bring hard copies of all assigned readings or necessary materials; adding an oral presentation or question-and-answer session component to written

assignments; and incorporating reports from the Center for Reading and Writing (CRW) into requirements and evaluation of written assignments.

Faculty who should also communicate openly and clearly about why they discourage reliance on AI tools (and perhaps emphasizing the value of the specific kind of education the instructor is working to deliver) and what they are doing to discourage the reliance on AI tools. This may include instructions on how to create and submit assignments without drawing suspicion of cheating. Faculty who use such instructions should share them with students on each assignment and, possibly, on the course syllabus itself. They should also remind students of these instructions in class when explaining any assignment to which they apply. It is important that we make our messages about the value of the work we are doing and the instructions for doing it clear to every student.

C. Example of Student-facing text for syllabi in course using Revision History Chrome Extension

Assignments in this course are designed to strengthen your reading, writing, and research skills and to support your learning about materials in a way that discourages the use of AI tools.

Most class meetings will involve a writing component in which you practice your close reading skills, work on research and citation, or work on drafting a major paper. You will do all of your in-class writing by hand in a notebook that I keep with me outside of class meetings.

At certain points during the semester, you will be allowed to take your notebook to the CRW as part of the writing process. The CRW consultants you work with must supply me with reports on your consultation in order for you to receive credit for both the consultation and the writing assignment.

To complete these writing assignments successfully, you must follow the directions below. Failing to follow these directions may result in automatic failure of the assignment:

1. Compose your work in Google Docs.
2. Share the completed work with me, assigning me “Editor” privileges.
3. Cut-and-pasted text outside of properly cited quotations is prohibited.
4. Stylistic adjustments of text beyond spell-checked corrections of one or two words are prohibited.
5. All previous drafting materials, including your notebook, but be returned to the instructor at the class meeting following the assignment submission.

These directions will appear on every assignment you receive from me this semester. They are intended to make you a stronger reader, writer, and thinker, as well as a more knowledgeable and better educated person. Embrace them, do your own work, and try to have a little fun. Get in touch with me if you have any questions about these instructions or need a due date extension.

Option 2: Selective Use

Faculty adopting a selective approach to AI use permit limited, purposeful use of generative AI tools as learning supports, while maintaining clear expectations for originality, disclosure, and student accountability. This option emphasizes controlled experimentation, transparency, and instructor-defined boundaries rather than unrestricted use.

A. Sample Statement about Academic Integrity & AI Use - For Syllabus Use

Policy on Academic Integrity: Students are expected to read and understand Ramapo College’s academic integrity policy, which can be found online in the *College Catalog* ([here](#)). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member or will be referred to the Office of the Vice Provost.

Regarding AI-generated content: Selective Use

Selective use of AI is allowed in this class. This course welcomes the use of generative AI as a supportive tool—but it is not a replacement for your own originality, labor, or judgment. You may use AI tools (e.g., ChatGPT, Gemini, Midjourney, etc.) for learning-support tasks such as brainstorming, ideation, outlining, summarizing, early drafting, prototyping, or improving clarity.

However, AI may not be used to produce, refine, or complete graded work unless the assignment explicitly permits it. All submitted work must be your own, and any AI involvement must be documented fully and transparently.

B. Further Advice for Adopting a Selective Use Policy on AI

Faculty members who adopt a selective approach to AI use should emphasize that AI will likely play a role in students’ future professional development and workforce-related tasks. However, AI should not replace students’ intellectual or technical skill development. When projects are assigned, the use of AI may be encouraged for supportive and selective purposes only, and not for the creation of work that is submitted for credit.

C. Example of Student-facing text for syllabi

This assignment asks you to develop an original interpretation or argument based on close reading, analysis, and evidence. You may use generative AI tools in limited and transparent ways to support your thinking process, but AI may not replace your own reading, interpretation, writing, or critical judgment.

The goal is to help you learn how to engage responsibly with tools you may encounter in academic and professional contexts—without compromising the intellectual work central to the humanities.

AI tools may be used **only for approved learning-support tasks** during the *process* of developing your writing assignment. The final submission must be written by you and reflect your own interpretation.

Students may use AI tools for learning-support purposes only, such as:

- Brainstorming possible interpretations or research questions (i.e. Moodboards or summation of notes)
- Testing the clarity of a thesis idea you have developed
- Creating or revising an outline based on your own ideas
- Clarifying historical, philosophical, or theoretical term
- Improving clarity or sentence-level readability in prose you have written

AI tools may **not** be used for:

- Mimic academic or critical voices in place of developing your own
- Generating interpretive claims, arguments or theses
- Writing reflective, analytical, or argumentative content for submission
- Generating complete or near-complete assignments
- Production of final drafts, solutions, creative work, or code

All final submissions must reflect the student's own understanding, voice, and intellectual work. When AI contributes to a submission, include a clear AI Disclosure that contains all of the following:

- **Tool(s) used** — the program, software, or hardware
- **Exact prompt(s)** — copy the full text you gave the AI (verbatim)
- **AI-generated portions** — identify precisely which parts of the final submission were substantially shaped by AI
- **Non-AI explanation (your own writing)** — a brief written statement (authored by you, not generated by AI) explaining *why* you used AI and how that choice relates to your creative or intellectual agency (for example, what the tool helped you accomplish, how you evaluated or adapted the AI output, and what you learned)

Option 3: Integrated Use

This option emphasizes ethical awareness, digital responsibility, and critical engagement with generative AI tools. It is intended for faculty who view AI as an emerging part of academic and professional practice and who wish to support students in developing judgment, transparency, and accountability in their use of these tools.

Faculty adopting this option are encouraged to discuss expectations early in the course and to reinforce that AI may support learning, but does not replace independent analysis, authorship, or responsibility.

A. Sample Statement about Academic Integrity & AI Use - For Syllabus Use

Policy on Academic Integrity: Students are expected to read and understand Ramapo College's academic integrity policy, which can be found online in the *College Catalog* ([here](#)). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member or will be referred to the Office of the Vice Provost.

Regarding AI-generated content: Integrated Use

Integrated use of AI is adopted in this class. Rather than focusing solely on prohibition or permission, with the integrated (or required for some assignments) application of AI, students will center on reflection on how AI influences their thinking and learning. The course will focus on transparency and proper acknowledgment of AI use, as well as ongoing accountability for the quality, originality, and integrity of submitted work.

B. Further Advice for Adopting Integrated Use of AI

Faculty who adopt this option are encouraged to view AI not simply as a tool to permit or restrict, but as an opportunity to help students develop judgment, accountability, and ethical awareness in their academic and professional work. Key implementation practices include:

- **Communicate expectations early and clearly**, reinforcing that students remain fully accountable for their work.
- **Normalize transparency and reflection** by encouraging brief AI-use disclosures and reflective statements.
- **Emphasize critical evaluation** of AI outputs rather than reliance on detection tools. Faculty may:
 - Ask students to evaluate the strengths, weaknesses, or biases of AI-generated outputs
 - Incorporate discussion about AI limitations, hallucinations, and ethical risks
 - Focus grading on reasoning, interpretation, and explanation rather than surface-level output
- **Design assignments that require judgment, contextualization, personal reasoning, and reflection**, which naturally discourage misuse.
- **Model ethical AI use** when appropriate, demonstrating responsible practices.
- **Reinforce alignment with the Ramapo College Academic Integrity Policy**, emphasizing shared responsibility. While this option encourages exploration, it does not reduce accountability.
- **Encourage ongoing dialogue** so students feel comfortable asking questions about appropriate AI use. Faculty are encouraged to invite questions and maintain open dialogue about AI use throughout the course. Students are more likely to act responsibly when they feel supported and informed rather than uncertain or fearful.

This approach supports student learning, ethical awareness, and responsible engagement with emerging technologies while maintaining academic integrity.

C. Example of Student-facing text for syllabi

Generative AI tools (such as ChatGPT, Copilot, Gemini, or others) are becoming part of how people learn and work. In this course, you are allowed to use AI **thoughtfully and ethically**—as a resource to support your learning, **not as a replacement** for your own analysis, writing, or problem-solving.

What Ethical AI Use Means in This Course

You may use AI tools for purposes such as:

- Clarifying concepts
- Brainstorming ideas
- Exploring alternative explanations
- Getting feedback on clarity or organization

You must always ensure that your final submitted work reflects your own understanding, judgment, and voice.

Disclosure Required

If you use AI for any part of an assignment—whether permitted or exploratory—you must acknowledge it clearly. Add a brief note (e.g., at the end of your assignment):

“I used ChatGPT to help summarize key ideas from Chapter 2,”

or

“I used Copilot to generate an outline, which I revised and completed myself.”

Failure to disclose AI use is considered misrepresentation under the Ramapo College Academic Integrity Policy.

Critical Evaluation Required

If you choose to use AI tools, you are responsible for:

- Checking accuracy (AI may generate incorrect or misleading information)
- Identifying potential biases in AI outputs
- Making sure AI-generated ideas or text are relevant and appropriate for the assignment

You remain fully responsible for the quality, accuracy, and integrity of all work you submit, regardless of whether or not it is an AI-aided part of your process.

Student Accountability

Regardless of how or whether you use AI tools, you are accountable for your work.

This means:

- You must understand, explain, and stand behind any ideas or writing you submit.
- You are responsible for meeting academic standards for originality, accuracy, and proper attribution.
- You must ensure your work reflects your own learning and effort.

Using AI does not shift responsibility away from you as the author of your academic work.

What Is Not Allowed

AI may **not** be used to:

- Generate complete or near-complete assignments
- Replace your own reasoning, analysis, writing, or problem-solving
- Produce code, essays, solutions, or reflections that you submit as your own
- Circumvent the learning objectives of the course

Submitting AI-generated content as original work is a form of plagiarism and academic misconduct, as defined by Ramapo College.

RECOMMENDED IMPLEMENTATION FOR FACULTY

- Choose the option that best fits your course goals, or adapt the language to suit your needs.
- Discuss expectations during the first week of class, especially if AI use will vary by class and assignment.
- Consider including brief examples of “permitted” vs. “not permitted” AI use tailored to your course.
- Encourage students to ask questions whenever they are unsure about acceptable use.
- Discuss how to cite AI use properly if AI is allowed. Remind students that undisclosed or unauthorized AI use may constitute plagiarism or other violations under the institutional policy.