



MEMORANDUM

To: WSU Instructors, Chairs, Directors, and Associate Deans

From: T. Chris Riley-Tillman, Provost and Executive Vice President
William B. Davis, Vice Provost for Academic Engagement and Student Achievement

Subject: Provost's Office Expectations for AI Use in Courses

Date: August 7, 2025

Academic Expectations

WSU supports instructors in their choices regarding the most appropriate pedagogy for their discipline and specific course context. Therefore, it is the instructor's prerogative to allow or prohibit the use of any generative AI tool. This decision comes with the obligation to accurately and clearly communicate AI policies to students enrolled in WSU courses across all campuses. Further, since courses are embedded within curricula, it is critical that instructors work with the programs that offer degrees and certificates to develop AI expectations across sequences of courses or throughout a curriculum of study.

The Office of the Provost expects every instructor to set clear expectations and policies related to acceptable AI use in their course(s). Instructors must clearly indicate their course policy about AI use in every class syllabus, and potentially, for each and every assessment. An expectation for our students is that there is accurate and transparent attribution of AI use in their classroom assessments.

As a reminder to our faculty and course instructors, you do not need to work in isolation on adapting your course(s) to the new AI landscape. The [WSU Writing Program](#) has guidance on writing with AI that is available here, the [Transformational Change Initiative](#) leads PIT Stops related to AI, and the [Global Innovations Group](#) also has trainings and workshops available. There are also general AI trainings available in [Percipio](#). The [Provost's AI Council](#) will continue to foster partnerships that allow additional opportunities for instructors and students to learn and engage with AI in the classroom.

How to establish AI Policies within courses

Step 1: Define acceptable use

If you decide to allow generative AI as a tool for learning in your courses, clarify for your students the circumstances in which AI is allowable. You may discover that if you allow students to engage with generative AI, specific guidelines may need to accompany each assignment.

The Provost's AI Council has found that there are many outstanding examples of setting clear expectations for students across many different subject areas and assessment types in this [curated from a crowd-sourced document](#). We also encourage you to explore on your own to find AI policies developed by instructors in your field and represent your level of comfort with the use of AI.

Step 2: Explore the continuum of policies and communicate your policy to students in the course syllabus

Below are policy examples from the University of Delaware's Center for Teaching and Assessment of Learning, which distill the [four basic approaches that instructors can take in their syllabi](#). We invite you to consider them as starting points in your exploration of what your AI policy will be. WSU recognizes that additional policies may be preferred by some, including explicit encouragement of students using AI.

A. AI Use prohibited

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Co-Pilot, or Dall-E) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

B. AI Use only with prior permission

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Co-Pilot, or Dall-E) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

C. AI Use only with acknowledgement

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Co-Pilot, or Dall-E) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention.

D. AI Use is freely permitted with no acknowledgement

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Co-Pilot, or Dall-E) on assignments in this course; no special documentation or citation is required.

NOTE: It is important to remember that the unauthorized use of generative AI in a course is a violation of WSU's Community Standards and can be [reported](#) to the Center for Community Standards (CCS). As a reminder, any expectations about AI usage should be communicated in writing to students.

Step 3: Communicate with students in your classes about your AI policy

Your AI course policy was developed with careful consideration. These policies are rooted in the intellectual framework of the course, your discipline, and your understanding of critical thought. It is essential to maintain ongoing discussions with your students about the rationale behind your course policies to continue their learning about this new technology.

Below are three examples of instructor rationale for their AI policies:

In a [policy example from Joel Gladd](#) (University of Western Idaho) he mentions two guiding principles in a course that will allow the use of AI: "1) Cognitive dimension: Working with AI should not reduce your ability to think clearly. We will practice using AI to facilitate—rather than hinder—learning. 2) Ethical dimension: Students using AI should be transparent about their use and make sure it aligns with academic integrity."

[Lis Horowitz](#) (Salem State University) shares a practical reason behind a zero-tolerance policy for generative AI in their writing course. "Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism."

By defining the idea of integrity, [Megan McNamara](#) (UC Santa Cruz) points out what is at stake when we talk about academic honesty and personal growth. As she states, "Integrity – other people's perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit." Her course allows students to use AI in limited ways, and this rationale sets the foundation for this use.

As the semester continues, you may find the need to clarify or fine-tune your course policies. If you do this, please do so in writing and clearly communicate any updates with your students. During the Fall semester, you may find yourself in a place where you need to speak with a student about concerns around artificial intelligence use. Please remember to provide the student an opportunity to respond to your concerns prior to [reporting](#) them to the Center for Community Standards. If you have questions about the academic integrity process, you can schedule an [instructor consultation](#) to have your questions answered. If you are interested in helping our community review appeals of academic integrity violations, we encourage you to [apply](#).

(This communication includes, with permission, information composed by Duke University's Learning Innovations Office)