

AI IN YOUR CLASS

Created by Cara Putman, JD MBA, for From “Elephant in the Classroom” to Ethical Skill-Building: Practical Ways to Integrate Artificial Intelligence into Ethics Courses

DRAFTING A COURSE AI POLICY (DISTILL TO POLICY)

Purpose: Create a clear, concise AI policy that emphasizes transparency and ethical reasoning.

Step 1: Identify the AI policy for your university:

Step 2: Identify the ethical risks students must understand before using AI responsibly.

1. What counts as “AI” in *your* course?

List tools, features, or uses you believe students might reasonably encounter.

Examples: generative text tools, grammar suggestions, summarization, idea generation, citation assistance

My working definition of AI for this course:

2. Ethical Risks Students Must Understand

Check all that apply and add context specific to your discipline.

- ☐ Hallucinations (fabricated facts, citations, or sources)
- ☐ Bias (stereotypes, inequitable outcomes, narrow perspectives)
- ☐ Verification failure (over-trusting AI output)
- ☐ Over-reliance / outsourcing judgment
- ☐ Privacy or proprietary data risks
- ☐ Professional or reputational harm
- ☐ Other: _____

Which of these risks is most serious in my course context? Why?

3. Ethical Framing Question for Students

Complete this sentence as you would present it to students:

“In this course, using AI ethically means...”

Step 3: What is AI allowed to do in this course?

(Think *support*, not *substitution*.)

- ☐ Brainstorming ideas
- ☐ Clarifying concepts
- ☐ Editing for grammar/style
- ☐ Generating examples
- ☐ Summarizing sources
- ☐ Other: _____

One sentence policy statement:

Students may use AI in this course to:

Step 4: What is *not* permitted?

(Where must human judgment remain primary?)

AI may not be used to

Step 5: Transparency & Disclosure

Complete this sentence as it would appear in your syllabus:

“If you use AI for an assignment, you must disclose...”

Here is how I model disclosures on assignments:

AI Disclosure:

Poe (a form of AI) was used to take the prompts on the slides and turn them into the beginning form of this assignment. The prompt I used to generate this is the following:

Acting as my TA for a undergraduate course at a BIG ten business school and using the information contained on these slides, help me create a document that creates an instruction document for students. It should be in the format of the exemplars I have uploaded and provide the students with instructions on how to do the activities on the slides. It should also provide a format for submitting their answers to me in Brightspace.

What I received was a barebones starting place. I probably could have prompted it to a better product, but felt I could do it myself in a shorter amount of time. I ended up deleting 90% of the content Poe created because it didn’t contain what I actually needed.

Step 6: Ethical Safeguards

Check and adapt what you will require.

- ☐ Students must verify AI-generated claims using authoritative sources
- ☐ Students must explain how they checked for bias
- ☐ Students must explain *why* AI use was appropriate
- ☐ Students may not input sensitive or proprietary information

One safeguard I will include:

Recommended Article: Shared Language for Responsible AI Integration, Prairie, prairie.unl.edu

Stone, A. B., Stone, M. C., Bevins, A., Niyomugabo, J. C., Magara, I., Abaare, J., Heeren, D. M., & Abu Zouriq, M. (2026). Shared language for responsible AI integration: A framework for responsible AI use in engineering education. White paper. Available at: <https://digitalcommons.unl.edu/prairie-ai>

AI involvement increases across levels, but human responsibility remains central.

LEVEL	AI USE LEVEL	THE HUMAN ROLE; THE AI ROLE	AI INVOLVEMENT (increases across levels)	HUMAN RESPONSIBILITY (continuous across levels)
L0	Human Only AI not used	 Human does  AI absent	None 	 Do Execute the work
L1	AI as a Tool Information support	 Human thinks  AI retrieves	Low 	 Think Determine approach and use AI to support
L2	AI as a Tutor Feedback support	 Human revises  AI gives feedback	Low-Moderate 	 Revise Evaluate and refine with AI feedback
L3	AI as a Collaborator Ideation support	 Human directs  AI ideates	Moderate-High 	 Direct Set direction and choose what to pursue
L4	AI as a Co-creator Production support	 Human authors  AI produces	High 	 Author Own and integrate the final output
L5	AI as an Agent Action support	 Human governs  AI acts	Very High 	 Govern Set goals, guardrails, and accountability


Why this matters |
 This taxonomy creates a shared language for clear expectations across courses and contexts. It supports learning outcomes that build durable human capacities in an AI-enabled world.

Human capacities developed
 Informed Judgment | Leadership & Collaboration | Effective Communication
 Systems Thinking | Adaptive Capacity

ETHICAL ASSIGNMENT REDESIGN USING AI

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Purpose: Integrate AI into an existing assignment without outsourcing ethical reasoning.

Step 1: Identify an Existing Assignment

Course: _____

Assignment title: _____

What ethical skill does this assignment currently assess?

- ☐ Ethical reasoning
- ☐ Judgment under uncertainty
- ☐ Professional responsibility
- ☐ Policy analysis
- ☐ Other: _____

Step 2: Where Could AI Be Used Ethically?

(Select one or two only.)

- ☐ Idea generation
- ☐ Perspective comparison
- ☐ Draft critique
- ☐ Identifying risks or blind spots
- ☐ Evaluating credibility of sources

AI's role in this assignment will be:

Step 3: Where Must Human Judgment Be Protected?

Students must independently decide _____

Step 4: Student Disclosure Prompt

Write the exact sentence students will respond to:

“Describe how you used AI in completing this assignment and how you verified its output.”

Step 5: What Will You Actually Grade?

(Check all that apply.)

- ☐ Quality of ethical reasoning
- ☐ Transparency of process
- ☐ Verification and fact-checking
- ☐ Bias awareness
- ☐ Professional judgment

THE FRONT-PAGE TEST FOR AI USE

Created by Cara Putman, JD MBA, for From “Elephant in the Classroom” to Ethical Skill-Building: Practical Ways to Integrate Artificial Intelligence into Ethics Courses

Purpose: Connect classroom AI use to business and professional ethics.

Scenario

Describe an AI use relevant to your course or discipline:

The Front-Page Test

Answer quickly and honestly.

1. Would I be comfortable seeing this decision on the front page of a newspaper?

☐ Yes ☐ No ☐ Unsure

2. Who could be harmed by this AI use?

3. What assumptions is the AI making?

4. What safeguards should exist *before* using AI this way?

Teaching Insight**How could this test help students think more ethically about AI?**

Optional Closing Reflection (if time allows)**One change I will make next term as a result of this workshop:**
