

WSU College of Education

Maintaining Academic Integrity in an AI Environment.

With a Focus on Rethinking and Modernizing Assessment

Faculty retain the discretion to determine whether to encourage, allow, or prohibit AI within their courses to best serve their instructional goals.

Guiding Values

AI is poised for a transformative role in teaching, learning, and professional preparation in both PK-12 and higher education. As a College of Education responsible for preparing the next generation of teachers, leaders, and professionals, WSU must consider the integration of AI in ways that strengthen authentic learning, professional judgment, equity, and academic integrity.

Themes of Generative AI Use

<p><i>Instructional design must remain in the driver’s seat: AI integration must deepen thinking and support learning.</i></p>	<p><i>Assessment should verify genuine understanding while protecting student learning.</i></p>	<p><i>AI should support and supplement human thinking, decision-making, and learning.</i></p>
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Core Principles for AI Use	Transforming Assessments
<ul style="list-style-type: none"> • Pedagogy First: Human reasoning precedes AI involvement. • Transparency: Students must disclose AI use. • Privacy: No identifiable student data to be submitted into AI tools. • AI Literacy: Candidates must verify accuracy and identify bias. • Authentic Assessment: Instructors verify, not detect, learning. 	<ul style="list-style-type: none"> • Shift to process artifacts, drafts, oral checks, and real-time demonstrations. • Embed structured AI protocols to strengthen cognition. • Require verification when AI obscures learning. • Redesign signature assessments to emphasize situational judgment and contextual decision-making.

AI can produce fluent but unreliable content, mask misunderstandings and erode traditional product-based assessment validity. Detection tools are unreliable. Faculty must adopt verification-based assessment and structured AI routines that preserve human cognition.

WSU Commitment

COE will support faculty with training and resources to ensure ethical and effective AI integration.

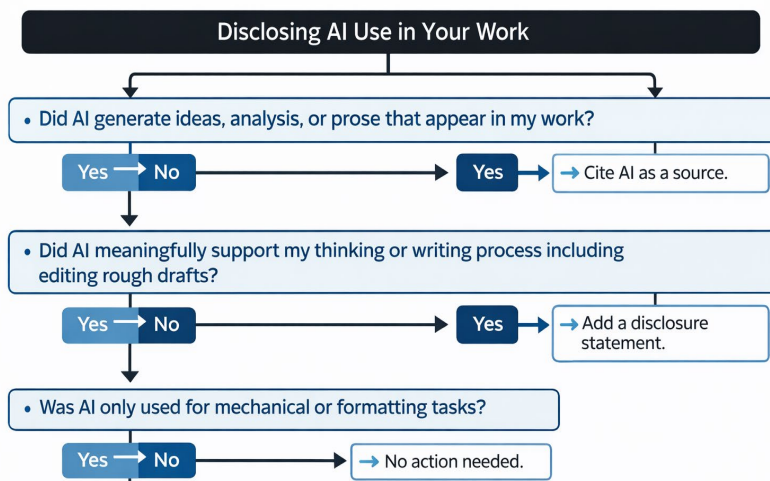
Core Principles for the Use of AI

- ✓ **Pedagogy First:** Human reasoning precedes AI involvement.
- ✓ **Transparency:** Both educators and students should disclose AI use.
- ✓ **Privacy:** No identifiable student data should be used with AI tools unless FERPA & HIPPA compliant.
- ✓ **AI Literacy:** Both educators and students must verify accuracy and identify bias.
- ✓ **Authentic Assessment:** Instructors verify learning not focusing on detecting AI use.

Faculty Responsibilities:

- ✓ **Adhere to AI criteria to guarantee the integrity and quality of instruction.**
Manage evaluations and be open about AI applications. Put your attention on developing human relationships and meaningful learning.
- ✓ **Prevent unapproved AI use and preserve student privacy in accordance with FERPA.**
- ✓ **Permitted Use of AI:** Improve course design, content production, and evaluations in accordance with moral principles, making sure AI supplements faculty knowledge.
- ✓ **Unsuitable AI Use:** Don't allow AI to take the place of human judgment or jeopardize privacy, human contact, or institutional norms.
- ✓ **Verification and Assessment Integrity:** Confirm student learning by emphasizing learning objectives and real-world involvement.
- ✓ **Privacy and Data Protection:** To protect student and proprietary data, use authorized AI tools while abiding by privacy regulations.
- ✓ **Model Sustainable and Ethical Use:** Model sustainable and ethical practices in their use of AI, demonstrating responsible integration that prioritizes human judgment, protects privacy, and upholds institutional values.

Attribution vs. Citation in AI Use: A Simple Decision Tree for Students



Flow chart generated by ChatGPT 1/27/2026

Faculty can offer students this three-question test to determine how to disclose their use of AI Tools.

1. **Did AI generate ideas, analysis, or prose that appear in my work?**
 - Yes → Cite AI as a source.
 - No → Continue.
2. **Did AI meaningfully support my thinking or writing process including editing rough drafts?**
 - Yes → Add a disclosure statement.
 - No → Continue.
3. **Was AI only used for mechanical or formatting tasks?**

- Yes → No action needed.

This framework is easy to teach, easy to audit, and easy to defend in academic integrity hearings. See samples below:

Sample Student Disclosure Statement	Sample Citation Guidance
<p>The author used the generative AI tool ChatGPT to assist with language editing, organization, and refinement of this manuscript. All AI-generated suggestions were reviewed, revised, and integrated by the author, who takes full responsibility for the final content.</p> <p><i>Example from Kristin Berndt, WSU EdD Student.</i></p>	<p>How to Cite AI (APA 7th Ed. Example)</p> <p>Reference list: OpenAI. (2025). <i>ChatGPT</i> (GPT-5.2) [Large language model]. [We recommend including the prompt text]. https://chat.openai.com/</p> <p>In-text citation: (OpenAI, 2025)</p> <p>For major assignments, best practice is to include a brief appendix with the prompts used so that the AI’s contribution is transparent and reproducible.</p>

Syllabus Language Samples

You are encouraged to use generative AI tools to help prepare for assignments and projects (e.g., to help with brainstorming, etc.). You are welcome to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. One suggestion is to add a disclosure statement at the end of the paper, prior to the reference list outlining which AI Tools you used and how you used each. Items that are specifically created by an LLM or other generative AI Tool should be cited.

Students may use generative AI tools as part of their preparation for assignments and projects, such as for brainstorming, outlining, or preliminary drafting. AI tools may also be used for editing and revision purposes, including identifying issues in clarity, logic, organization, or citation formatting.

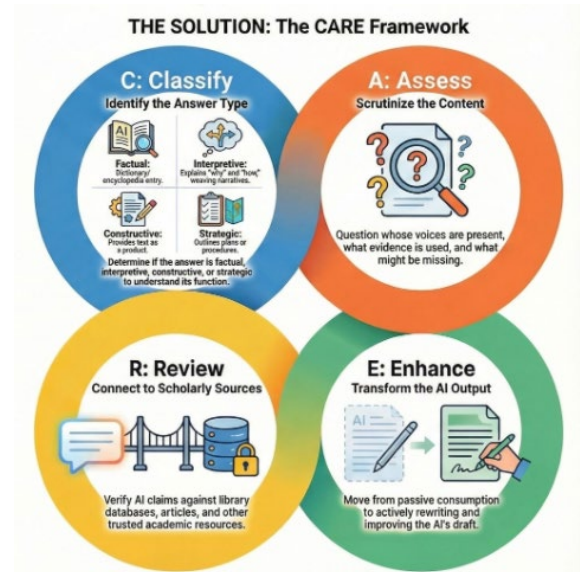
Any writing, text, media, or substantive content generated by AI must be clearly identified at the time of submission. Disclosure may take several forms; one acceptable method is a brief statement placed at the end of the paper, prior to the reference list, describing the AI tools used and the nature of their use. Content produced by large language models or other generative AI systems should be cited in accordance with the relevant citation style. As always, the student is fully responsible for the final submission.

Frameworks to Consider Sharing with Students



S	Stop	Take a moment to consider the information or output provided by the AI tool in more depth
I	Investigate the source	Investigate the AI tool you are using with the ROBOT Method to identify any possible weaknesses, shortcomings, or bias in the tool. Check how current the data that the AI tool is trained on is.
F	Find better coverage	Locate additional resources on the same topic as the information generated by the AI tool and compare what the scholars have argued to the AI generated content
T	Trace claims, quotes, and media to the original context	Ask GenAI to list its sources when generating content, and confirm that: <ul style="list-style-type: none"> • Those sources are real • The information in those sources match what the AI tool's output claims

UGA (2026). Introduction to AI evaluation tools <https://guides.lib.uga.edu/AI/evaluation>



Lo, L. S. (2026) The CARE approach for academic librarians: From search first to answer first with generative AI. *The Journal of Academic Librarianship* 52(1)

Structured Instructional Routines to Support Transparent AI Use

As artificial intelligence becomes an integral part of teaching and learning, faculty play a pivotal role in guiding its ethical and effective integration. By adopting structured routines and clear disclosure practices, educators can ensure that AI tools enhance student learning while maintaining transparency and academic integrity. Faculty may choose to use one or more of these for all assignments, occasionally, or not at all based upon their instructional goals.

1. Collect, Think, Consult (CTC)

This routine is designed to ensure the student's brain is the first and last "processor" of information.

- **How it works:**
 - **Collect:** Students gather raw data or resources on a topic (from a textbook, lecture, or database).
 - **Think:** Students must write a summary or create a concept map of their findings **without any technology**.
 - **Consult:** Only then do they use AI to ask, "What did I miss?" or "What are the counter-arguments to these points?"
- **The "Anti-Masking" Strategy:** By forcing the "Think" stage to happen offline or before AI interaction, the instructor ensures the student has built a mental schema before the AI can provide a "shortcut" answer.

2. AI as Second Collaborator

This routine shifts the AI from a "ghostwriter" to a "teammate" that the student must manage.

- **How it works:** The student is the "Lead Researcher," and the AI is the "Junior Assistant." The student must assign the AI a specific task (e.g., "Find three metaphors for photosynthesis"), but the student is responsible for the final synthesis.
- **The "Anti-Masking" Strategy:** Students are required to submit a **contribution log**. They must explicitly state: "I came up with X, the AI suggested Y, and I decided to use X because of Z." This makes the student's critical thinking visible.

3. AI Counter-Challenge

This routine uses AI as a "Devil's Advocate" to stress-test student logic.

- **How it works:**
 1. The student writes a draft or a thesis statement entirely on their own.
 2. They feed it into the AI with the prompt: *"Identify three logical fallacies or weak points in this argument."*
 3. The student must then write a rebuttal to the AI's critique.
- **The "Anti-Masking" Strategy:** It is much harder to "fake" learning when you are forced to defend your own ideas against a critique. It requires a deep level of subject matter mastery to know if the AI's challenge is valid or a "hallucination."

4. Explain Your Prompting (EYP)

This routine focuses on the **process** rather than the **product**.

- **How it works:** Instead of just grading the final essay, the instructor grades the "Prompt History." The student must submit a reflective narrative of their "conversation" with the AI.
- **The "Anti-Masking" Strategy:** If a student simply asks, "Write an essay on Hamlet," they fail. If they show a sequence of 10 prompts where they asked the AI to refine a specific paragraph or explain a complex quote, they are demonstrating **metacognition** (thinking about their thinking).

5. Dual Verification Loop

This is a high-rigor routine used to detect AI "hallucinations" and ensure factual accuracy.

- **How it works:**
 - **Loop 1:** The student uses AI to generate a summary of a complex topic.
 - **Loop 2:** The student must then find **two human-authored primary sources** (books or peer-reviewed journals) that verify every claim the AI made.
- **The "Anti-Masking" Strategy:** This prevents the student from blindly accepting AI output. They must engage in traditional research to "fact-check" the machine, ensuring they actually interact with real scholarly material.



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