



AI and the Classroom A Faculty Discernment Guide

Consistent with Marquette's Catholic, Jesuit mission, which proclaims we are "dedicated to serving God by serving our students and contributing to the advancement of knowledge," each faculty member is asked to consider how their course goals, content, assignments, and activities will inform their engagement with and response to the larger social project of deploying generative artificial intelligence (AI) technologies.

While there are certain [institutional policies](#) that all instructors must observe and, where applicable, college or departmental policies to observe, many decisions about AI engagement in the classroom are left to individual faculty members' discretion. Aligned with the vision for good pedagogy articulated in the [Teaching Quality Framework](#), this guide is intended to support faculty members' intentional discernment as they develop course-specific AI policies that will contribute to the broader goal of education for student transformation that is at the heart of our Jesuit identity.

The guide presumes some degree of awareness about AI. Faculty looking for additional information to build their knowledge base before working with this discernment guide may benefit from the resources provided in [Raynor Library's AI research guide](#).

Step 1 – Course Design

Before the semester begins, you will need to clarify your course goals and pedagogical commitments to ensure that your discernment in subsequent steps is aligned with your values and character as an educator.

What are your course learning outcomes?

- Are there any common outcomes identifying what students will be able to do after taking your course that have been defined by the academic program(s) your course serves? (Academic programs might include a major/minor, a graduate degree or certificate, the Marquette Core Curriculum, the University Honors Program, etc.)
- What (additional) section-specific outcomes would you like your course to fulfill?

What are your student growth goals?

- In the spirit of *cura personalis*, Marquette is committed to the holistic formation of our students in the classroom and beyond. How do you apply this commitment in your course?
- How do you want a student to *be* different, as a human person, after taking your course?



What activities and assignments serve these outcomes and growth goals?

- How will students demonstrate mastery of the course learning outcomes and how will they verify their growth?
- What activities and assignments will students need to complete in order to develop the skills and competencies that lead to this mastery and personal growth?

How are process and output related in these activities and assignments?

- When is the primary assessment of a course activity or assignment based on output—i.e., what matters is the thing that is produced rather than the process used to produce it? These are areas where student engagement with AI might support, rather than undermine, their learning and personal growth.
- When is the primary assessment of a course activity or assignment based on process—i.e., what matters is the work that goes into producing the final product not the product itself? These are areas where student engagement with AI might undermine, rather than support, their learning and personal growth.

Are there AI-specific competencies and skills you want your students to develop or that are defined by the academic program(s) your course serves?

- Is a certain level of AI use expected by your department/college/school, either to meet accreditation requirements or to prepare students for specific tasks associated with professional roles? Are there established restrictions on AI use for graduates in your field (e.g., during professional certification/licensing exams, in certain client-facing roles, etc.)?
- Separate from these expectations, are there competencies related to AI use that you want your students to develop through your course?
- How can you integrate the pursuit of these competencies—including the competency to perform without AI assistance if/when required—into your plans for course activities and assignments?

How do your personal commitments and values inform your evaluation of AI?

- How would you define your general ethical dispositions toward emerging technologies, and to what extent do you view AI as a normal extension of technological development that should be evaluated in line with your general dispositions or as an exceptional disruption that may deserve a distinct evaluation?
- Do you have specific ethical concerns related to AI, either in general or with respect to its specific use in educational contexts, and how might these impact your vision for student growth and formation?



Step 2 – Syllabus Policies

Once you have established your vision for the course and your hopes for student learning and formation, you will need to define your syllabus policies in a manner consistent with your values.

Where might your course be placed across the following spectrum?



No AI use permitted

This choice might be ideal if your course emphasizes human skills, if you are focused on preparing students for instances when they will not be able to rely on AI assistance, or if the learning happens almost entirely in the process of producing outputs.



Some AI use permitted within specific guidelines

This choice might be ideal if you envision some course outcomes and student growth goals where AI assistance could be valuable and some where it may be problematic, if you some learning happens in process and some happens in output, or if your approach varies by assignment



Responsible AI use encouraged

This choice might be ideal if you are preparing students for instances when they will be asked to fully engage AI assistance, if your learning outcomes and growth goals are tied to AI use, or if the learning happens primarily in the outputs more than the process

- Consult Marquette's [CTL website](#) for details on specifying and communicating these approaches
- Craft a statement for your syllabus that outlines your approach according to this spectrum. The best practice is to articulate the “why” behind your approach, drawing on the values and commitments you identified during step 1 in this discernment process.

How will you define “AI” in the context of your course?

- Does your department or college/school have a standard definition of software considered “AI?” If so, incorporate or link to the existing definitions. If not, how will you delineate AI in relation to your course policies (i.e., does it apply to chatbots only, does it include programs like Grammarly and other autocorrect tools, etc.)?
- Are there any distinctions in how your course policies will apply according to platform or platform type? If so, specify in your syllabus statement.



How will you use AI as the instructor?

- Will you use AI in any of the following: finding readings, identifying examples, designing course activities, developing or refining assignments, drafting rubrics, assisting with assessment of student work? If so, explain your rationale and articulate your parameters in your syllabus policy.
- Do you intend to avoid all AI usage in the creation of course content and delivery of the course? If so, explain your rationale and articulate any parameters in your syllabus policy.

What level of disclosure is required and from whom?

- How do you expect students to disclose AI usage?
- What type(s) of AI usage do you expect yourself to disclose to your students?
- Specify these expectations in your syllabus policy.

What level of human review is required when using AI tools?

- University guidelines expect faculty and staff to review all AI-generated content “using the same scholarly and professional judgment faculty and staff already apply in their work.” How might you hold your students accountable to a similar standard?
- How might you explain what responsible human review and verification looks like in the context of your course?

Will students be able to “opt out” of AI usage in any contexts?

- How do you plan to respond to students who raise ethical concerns or conscientious objections to AI use?
- Are there activities or assignments that will require AI use and for which alternative assessments may be possible? If there are, identify the possibility of alternate pathways in your syllabus policy. If there are not, communicate your rationale in your syllabus policy.

How do you intend to address student violations of your AI policy?

- What sort(s) of AI use will be considered academic integrity violations in your course?
- How do you intend to identify and evaluate suspected violations? (Note, Academic Integrity at Marquette provides recommendations and expectations for how to navigate AI in relation to academic misconduct. Please consult the [Academic Integrity website](#) as you define your process for reviewing potential violations. Requires substantiation beyond AI detection software alone, so if you plan to incorporate AI detection tools, you should also indicate how human review is introduced into the process for your course.)



Step 3 – Individual Assignment Considerations and Communication

Depending on your syllabus policy, you may need to develop assignment-specific expectations around AI use. This will be particularly true if your syllabus policy reflects an “AI-limited” or “AI-friendly” approach. For each assignment, you might consider:

How are your values and course goals pursued in this assignment?

- Will AI use contribute to or undermine students’ pursuit of the intended learning outcomes and personal growth goals in this specific case?
- To what extent are you concerned about “cognitive offloading,” or situations in which reliance on AI might mean that the student does not directly do the analysis and/or thinking involved in the process of completing the assignment?

If some AI use is consistent with the goals for this assignment, are there any limits to AI use?

- Can students use AI for brainstorming?
- Can students use AI for content creation or drafting language?
- Can students use AI for editing?
- Can students submit AI-produced content directly, or is a specific level of human review and editing required?
- Can students enter any information into AI platforms or are there specific restrictions (above and beyond existing university, school/college, or department restrictions) that will apply for this assignment, including any restrictions on acceptable AI tools?

How do you expect students to disclose AI use for this assignment?

- Does the disclosure requirement vary according to the type of AI use?
- How do you distinguish attribution from citation? Under what circumstances, if any, do you consider it appropriate to cite AI as a source?
- Is there a discipline-specific citation format or other stylistic requirement students need to observe, either for citation or attribution in their disclosure(s)?