CEH Graduate Student AI Ethical and Responsible Use Statement

Artificial intelligence (AI) tools (such as ChatGPT, Grammarly, or Copilot) are increasingly common in academic and professional settings. In our graduate programs, AI may be used to support learning, but it does not replace your thinking, reflection, writing, or professional judgment. As a CMU graduate student, you are expected to use AI ethically, transparently, and in ways that align with the values of the profession. Behaviors that constitute academic dishonesty are listed in the CMU Bulletin or in the university's Academic Integrity Policy.

Core Expectations

1. **You come first.** AI is a tool, not an author. Your work must reflect your own thinking, analysis, and voice.
2. **Be transparent.** Always disclose when and how you used AI. Do not submit AI-generated content as if you wrote it.
3. **Use AI to learn, not to shortcut.** AI may help you explore ideas, organize thoughts, or improve clarity, but it may not replace genuine effort.
4. **Check accuracy and bias.** AI can be wrong, misleading, or biased. You are responsible for verifying all information.
5. **Practice ethical care.** Avoid AI use that reinforces stereotypes or harms marginalized communities.
6. **Protect privacy.** Do not upload sensitive, confidential, or client-related information. Be mindful that many AI tools store or reuse data.

Academic Integrity

Misuse of AI is treated as an academic integrity issue. Concerns will be handled thoughtfully and fairly, beginning with conversation and education. Repeated or serious misuse may result in assignment failure or further consequences according to university policy.

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For Faculty:

Appropriate uses:

These are uses where you still do the thinking, decision-making, and final work, and you can explain/defend it.

- Clarifying concepts: "Explain the difference between correlation and causation with 2 examples."
- Asking for alternative explanations: "Teach this like I'm new to it, then like I'm advanced."
- Practice quizzes: "Make 10 practice questions on leadership theory and give answers on a separate page."

- Brainstorming topics (not writing the paper): "Give me 10 researchable questions about using AI in the classroom."
- Outlining: "Help me create an outline for a 5-page paper arguing X; I'll supply the sources."
- Project management: "Turn these requirements into a checklist and timeline."
- Editing for grammar: use of Grammarly
- Keyword generation for database searches: "What search terms help find peer-reviewed sources on X?"
- Translate your own notes or simplify complex text for comprehension.
- Generate captions / alt-text for your own figures or presentations.
- Using AI with disclosure when permitted: "I used AI to proofread and to brainstorm an outline; final writing and citations are mine."

Inappropriate uses:

- Submitting content mostly produced by generative AI (if you find yourself cutting and pasting from AI for an assignment, discussion board, or treatment plan this should be a trigger that you are using AI inappropriately.)
- Not appropriately citing and reporting the use of generative AI in preparing the assignment
- Using words and concepts that you cannot explain in a face-to-face conversation
- Having AI write your essay, discussion post, reflection, case report, or literature review and turning it in as if you wrote it.
- "Paraphrase this article so it won't get flagged" (intent to evade detection).
- Using AI during exams/quizzes when not allowed
- Asking AI to answer take-home quizzes, timed tests, proctored exams, or "closed-book" assessments.
- Fabricating or falsifying sources/data.
- Invented citations (fake articles, fake DOIs, fake quotes).
- AI-generated "evidence" or made-up statistics.
- Assignments explicitly requiring personal experience or original reflection: e.g., "Write about a time you led a team" and using AI to invent a story.

Citing expectations for generative AI use:

Provide a list of responses to each of the following:

- How was AI used? For example, to generate content, to brainstorm, to aid in your comprehension of the reading, to create content, to draft a response, etc.
- What AI program did you use?
- Provide the output produced by AI (including the prompt) and used in your assignment preparation. Submit as a separate appendix to the assignment.

- The point is to demonstrate how you have used generative AI in preparing the assignment. If generative AI was used to produce a draft, the instructor should be able to see how you have changed that draft.

Example Statements

- Example 1: I used Chatgpt to (1) brainstorm topic ideas, and (2) create an outline. I did not ask AI to write paragraphs for submission. I verified all factual claims and created/checked all citations using the original sources.
- Example 2: Copilot was used to propose search terms and to summarize articles that I provided in full text. I located all sources through the library databases and used those sources for citations. AI output was treated as preliminary guidance and was not cited as an academic source.
- Example 3: I used Chatgpt to generate a list of search keywords. I then located and read the sources myself, wrote the draft independently, and used Grammarly only for clarity and grammar edits. All claims are supported by the cited sources.
- Example 4: I used Copilot to suggest possible counterarguments and questions for revision. I evaluated each suggestion and wrote sections in my own words, using course readings and peer-reviewed sources to support the final argument.
- Example 5: I used Gemini to brainstorm possible research questions and to refine my outline. All writing and analysis are my own.