

Principles for AI Use in the Academic Program

Office of the Provost

August 2026

Rooted in Our Mission and Values

Muskingum University prepares a continuum of learners to think critically, excel professionally, grow personally, and contribute ethically to our changing world. Our values of creating opportunity and delivering a strong return on our learners' investments guide how we respond to emerging technologies, including artificial intelligence (AI), throughout the academic program.

AI is influencing how knowledge is created, evaluated, communicated, and applied. Muskingum therefore has a responsibility both to protect the integrity of learning and to prepare students to engage thoughtfully and critically with these technologies. Where AI use is deemed permissible, it should enhance, not replace, the human relationships, disciplinary expertise, intellectual effort, creativity, and high-impact experiences that define a Muskingum education.

Our approach will continue to reflect the University's commitment to a civil and collegial community of scholarship in which mutual respect, consultation, and communication among constituencies prevail. Because AI technologies and their uses will continue to evolve, the following principles provide a durable framework for decision-making. More detailed requirements are established through University policies, course expectations, and supporting guidance.

1. Human-Centered and Ethically Grounded Use

AI must be used in ways that respect human dignity, agency, privacy, well-being, and intellectual integrity. People remain responsible for decisions, judgments, and work produced with AI assistance. AI should support meaningful learning and professional preparation without diminishing student ownership of learning or substituting technological output for the human judgment that an educational task is intended to develop.

2. AI Literacy as an Educational Responsibility

Preparing students for a changing world includes helping them develop responsible AI literacy. Across their Muskingum experience, students should have opportunities appropriate to their programs and disciplines to understand how AI systems work; evaluate AI-generated information for accuracy, bias, limitations, and appropriate sourcing; use AI transparently and ethically; and recognize when independent human thought, performance, or judgment is required. AI literacy includes knowing both how to use these technologies and when not to use them.

3. Faculty Pedagogical Judgment and Responsibility

Faculty exercise primary pedagogical judgment regarding whether and how AI may be used in their courses, consistent with University policies, program requirements, and applicable legal and accreditation obligations. This authority recognizes the diversity of disciplines, pedagogies, and learning outcomes across the University.

Faculty are responsible for communicating clear expectations in course policies and, when appropriate, individual assignment instructions. These expectations should identify permitted, limited, and prohibited uses; explain any required disclosure or documentation; and provide students with reasonable direction for meeting the expectations. When AI use is incorporated into learning, faculty should help students engage with it critically rather than treating technological output as inherently accurate or authoritative.

4. Student Learning, Responsibility, and Transparency

Students are responsible for understanding and following the expectations established by their instructors and the University. They remain accountable for the accuracy, quality, originality, and integrity of all work they submit, including work developed with AI assistance. When disclosure is required, students must accurately

describe the nature and extent of material AI assistance and provide appropriate acknowledgment or citation as directed.

Students must seek clarification before using AI when course or assignment expectations are unclear. Access to AI does not replace the responsibility to engage in the intellectual work, skill development, collaboration, or independent performance required by a course.

5. Academic Integrity and Authentic Demonstration of Learning

AI must not be used to misrepresent authorship, avoid required learning, obtain an unauthorized advantage, fabricate information or sources, or conceal the nature of one's work. Using AI in a manner prohibited by an instructor or University policy, misrepresenting AI-generated material as independent work, or failing to disclose material AI assistance when disclosure is required may constitute a violation of academic integrity.

Questions of suspected misconduct will be addressed through established University processes and evaluated on the available evidence and the expectations communicated for the course or assignment. No single technological indicator should be treated as conclusive proof of unauthorized AI use.

6. Privacy, Accessibility, Equity, and Responsible Tool Selection

AI use must comply with University expectations concerning privacy, information security, accessibility, intellectual property, and the protection of student and institutional information. Confidential, protected, or personally identifiable information must not be entered into unapproved AI systems. When AI tools are required for learning, the University and faculty should consider cost, access, accessibility, privacy, and reasonable alternatives so that students are not unfairly disadvantaged.

7. Ongoing Learning, Consultation, and Review

Muskingum's approach to AI will continue to develop through experimentation, evidence, professional learning, and consultation among faculty, students, staff, and administrators. The University will support faculty and students in adapting teaching, learning, assessment, and professional preparation as these technologies evolve. The Provost's Office will review these principles and related academic guidance regularly and will recommend revisions when changes in technology, law, professional practice, or the needs of the academic community warrant them.

These principles are intended to guide responsible academic practice. They do not replace the Academic Integrity Policy, employee policies, information-security requirements, accessibility obligations, or course- and program-specific expectations.