

## School of Education • Point Park University

### AI Guidelines 2026-2027

The School of Education embraces artificial intelligence (AI) as a valuable tool for ethical, creative, and critical thinking across undergraduate, graduate, and doctoral programs. We recognize educators and professionals increasingly need to be both AI-literate and human-centered. Accordingly, we are committed to preparing teachers, school leaders, and instructional technology specialists to thoughtfully integrate AI in ways to enrich learning, promote equity, and preserve the essential role of human judgment and connection. These AI guidelines are not a one-size-fits-all policy. AI is evolving rapidly and guidelines will be reviewed and refined regularly. Faculty may adapt these guidelines for courses and assignments; students are responsible for following the specific course expectations and assignments directions provided by their instructors.

### Our Guiding Position

We support the responsible, transparent, and pedagogically sound use of AI to enhance instruction, research, learning, leadership, decision-making, organization, and innovation. AI should enhance intellectual work- not substitute for it. Meaningful learning requires active engagement with complex ideas, critical analysis, problem-solving, reflection, questioning, revision, and evaluation of evidence. The productive “struggle for learning” remains an important part of developing expertise, judgment, and independent thinking. Work submitted for academic credit should ultimately reflect the student’s own thinking, reasoning, interpretation, and scholarly professional voice. Students remain responsible for the accuracy, integrity, quality, and originality of all work they submit.

### Green-Yellow-Red Light Framework for AI Use

| GREEN LIGHT                                                                                                                                                                                        | YELLOW LIGHT                                                                                                                                                   | RED LIGHT                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students use AI to support learning, creativity, research, teaching, organization, and problem-solving when the use aligns with course and assignment expectations as specified by the instructor. | Students use AI with careful discernment. Verify outputs and sources, evaluate accuracy and bias, protect privacy, and disclose or attribute AI when utilized. | Students do not use AI to plagiarize, fabricate, misrepresent, or replace their intellectual work, analysis, reflection, or learning required by an assignment. |

### Appropriate and Ethical Uses of AI

When permitted by the instructor for assignments, AI tools may be used responsibly to support learning and academic work. Appropriate uses may include:

- Brainstorming ideas, research questions, lesson concepts, or potential directions for inquiry.
- Identifying relevant sources, policies, frameworks, organizations, or publicly available information for further investigation.
- Summarizing, organizing, or comparing information that the student independently verifies and evaluates.
- Clarifying concepts, terminology, theories, or distinctions among related ideas.
- Generating outlines or organizational structures to support the writing or planning process.
- Improving clarity, coherence, tone, grammar, and overall quality of writing after the student has developed the core ideas and analysis.
- Supporting revision and editing efforts.
- Exploring ways AI can enhance teaching, personalize learning, support diverse learners, promote critical thinking, solve problems, or improve professional practice.

**Important:** AI-generated information must be critically evaluated and independently verified. AI systems can produce false, misleading, or fabricated information (“hallucinations”), including inaccurate citations, sources, policies, organizations, data, or research findings.

## Prohibited Uses of AI

AI may **not** be used in ways that replace the student's own intellectual effort, analysis, or learning, or in ways that conflict with course or assignment requirements. Prohibited uses include:

- Generating complete assignments, discussion posts, papers, reflections, or responses for submission as the student's own work when such use is not explicitly authorized.
- Allowing AI to perform the critical analysis, interpretation, evaluation, or synthesis required by an assignment.
- Submitting AI-generated content without substantial original thought, revision, and contribution.
- Fabricating or failing to verify sources, data, examples, citations, policies, organizations, research findings, or other information.
- Misrepresenting AI-generated ideas, summaries, analyses, or language as entirely one's own work.
- Using AI in a manner that bypasses the learning process, reduces meaningful engagement with course content, or diminishes opportunities to develop critical-thinking and professional skills.
- Using AI to plagiarize, deceive, or otherwise violate Point Park University academic integrity requirements.

Misuse of AI may be addressed under applicable course, School of Education, and University academic integrity expectations and may result in academic consequences consistent with those requirements.

## Transparency, Attribution, and Verification

When AI is used in an assignment, students should disclose how the technology contributed to their work when required by the instructor, assignment directions, or institutional guidelines. AI-generated ideas, summaries, language, or other content that are quoted, paraphrased, or incorporated into submitted work should be acknowledged as appropriate to the course and assignment. Students should verify factual claims and cited materials through credible sources and consult University and library resources regarding ethical and responsible AI use. AI output should not be treated as authoritative simply because it is presented confidently or fluently.

## Application Across School of Education Programs

**Teacher Preparation:** Future educators should learn to use AI to support planning, personalize learning, respond to diverse learners, foster critical thinking, and model ethical AI use while maintaining a human-centered approach to teaching.

**School Leadership:** Aspiring leaders should learn to evaluate and implement AI tools that support data-informed decision-making and operations while considering equity, transparency, ethics, privacy, safety, security, the welfare of students and staff and responsible technology use.

**Instructional Technology:** Specialists should learn to assess emerging technologies, guide ethical implementation, and help schools leverage AI to improve teaching, learning, safety, security, and welfare of students while remaining grounded in inclusive digital practices.

## Faculty and Course-Level Expectations

Because appropriate AI use varies by course, assignment, learning objectives, and professional contexts, faculty should communicate expectations clearly. An instructor may identify an activity as Green, Yellow, or Red Light; permit specific AI tools or functions; require disclosure or attribution; or prohibit AI usage when independent work is essential to the learning objective. Students should be encouraged to ask the instructor before using AI for graded work. Course- and assignment-specific directions take precedence over the general examples in these guidelines.

## Commitment to Ongoing Review

AI capabilities, tools, and educational uses continue to change rapidly. The School of Education will revisit these guidelines as needed to ensure they remain relevant, ethical, equitable, and aligned with effective teaching, learning, scholarship, and professional practice.