



TILT Your AI Syllabus Policy

Sara Rzeszutek & Caitlin Hanlon

Winter Warmup

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Agenda

Introduction

Why Your Syllabus Policy Matters

The TILT Framework - Basics

Workshop Your Policy



Office of the Provost

Artificial Intelligence Policy and Guidelines

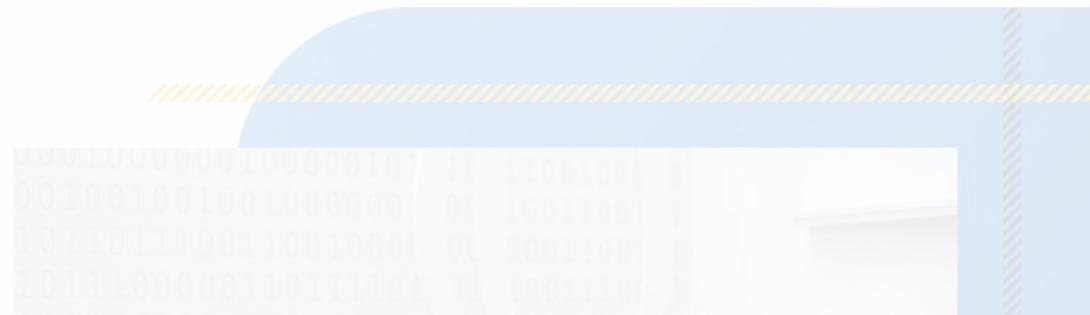
Our mission at Quinnipiac is to build the University of the Future with a strategy propelling us from our storied past toward an ambitious and innovative future. This mission requires Quinnipiac to proactively consider how we will incorporate Artificial Intelligence (AI) into what we do. Engaging with this question at various institutional levels is key to maintaining our identity as a forward-thinking institution. As part of this conversation, we must focus on innovation, be mindful of AI's limitations and ethical considerations, and prepare our students and faculty to engage effectively with this revolutionary technology.





Office of the Provost

Artificial Intelligence Policy



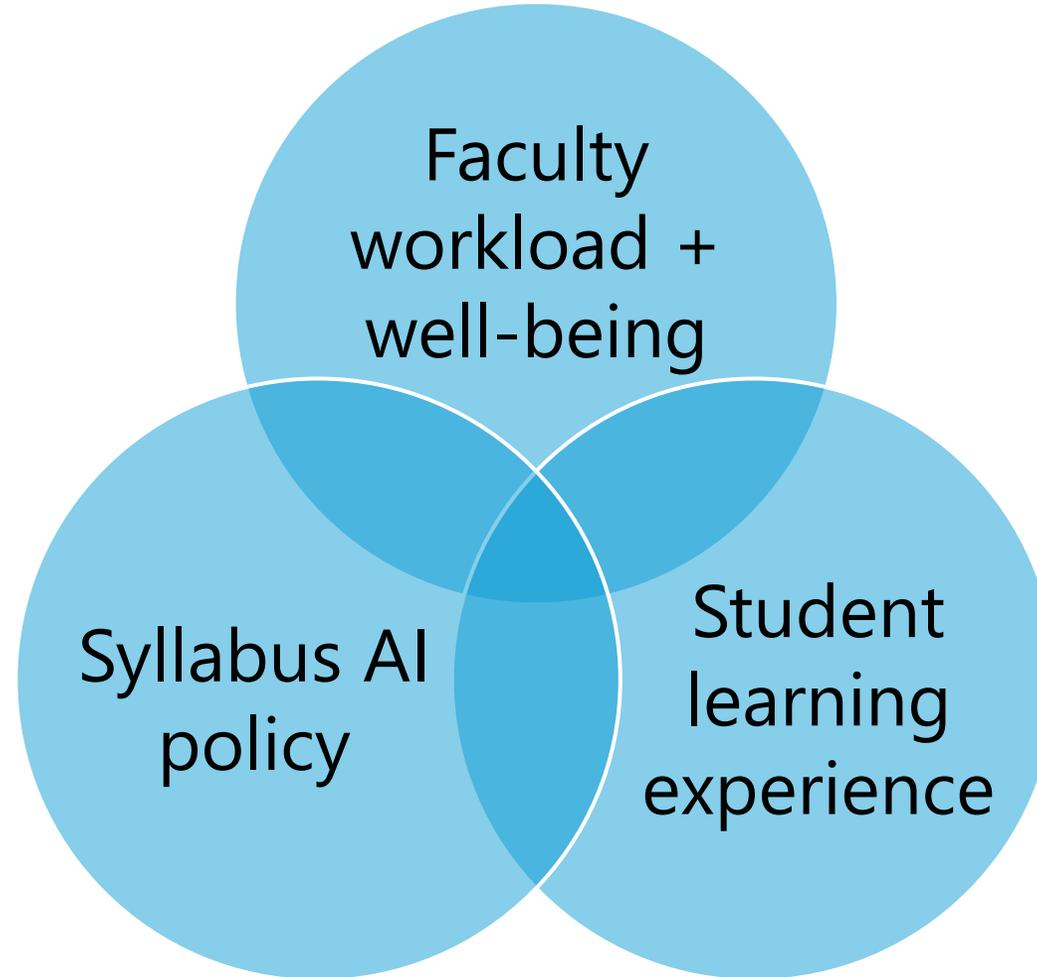
For Instructors

Instructors should provide students with a clearly stated policy about the acceptable use of AI tools in each course (e.g., syllabus statements, assignment directions, in-class instructions). AI represents a significant advancement across various domains, industries, and society. As we look toward a university of the future, it is essential to assist students in navigating these changes. Instructors should explain and discuss how AI tools may interfere with or aid students' learning and their achievement of particular goals. If the use of Generative AI tools is permitted, students should be required to disclose the use of AI and cite material obtained through a Generative AI tool. Additionally, faculty are encouraged to share their AI usage with students. Visit [Artificial Intelligence at QU](#) for classroom guidelines, resources, workshops and consultation.

If an instructor has reasonable suspicion of unauthorized use of AI by a student in the completion of a test or assignment, then per the [Academic Integrity Policy](#), the instructor must file an academic integrity violation report for the student. Instructors should NOT use AI detection software due to its technical imperfections and potential violations of student privacy under FERPA. Reports of violations that use these methods cannot be processed.

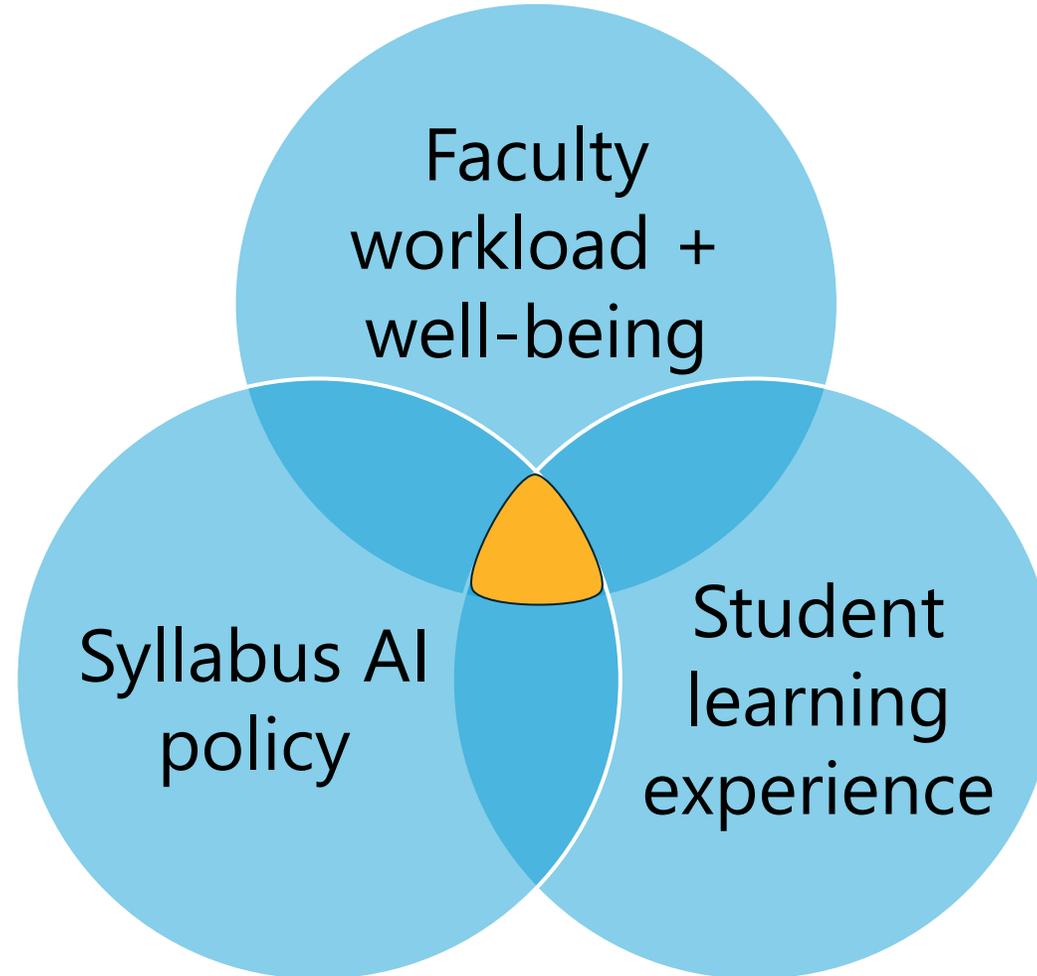


Why your syllabus policy matters





Goal for today





What is the Transparency in Learning and Teaching (TILT) Framework?

PURPOSE

What is the reason you are asking students to do certain things?

- Be intentional and clear with students about the methods used in your AI policy and why.
- Give students opportunities for intellectual buy-in and belonging.
- Explain why your policy is relevant to their learning and lives beyond the course.

TASK

What are the steps to take for success? What should you avoid?

- How will you introduce, repeat, and reinforce communication about your AI policy throughout the semester?
- What will you do to support students who get confused or make mistakes?
- How will you apply consequences for policy violations?

CRITERIA

How will you know you are successful?

- How will you determine if your AI policy is serving your intended purpose?
- What will your class experience feel like?
- What will you do if your policy doesn't meet your needs?



Setting a TILTed policy

- 1. State the purpose:** Why do you have this orientation to AI, and why should students take it seriously? How does this orientation reflect your disciplinary standards, course outcomes, and/or ethical considerations?
- 2. Define the scope:** Is the policy the same for all assignments? Does the policy change depending on the category of assignments?
- 3. State expectations and consequences:** What (and how) should students disclose? What happens if a student intentionally (or unintentionally) violates this policy?
- 4. Encourage communication:** Let students know that it's ok to not fully understand a policy and that you want them to reach out with questions.



unTILTed sample policy: AI not permitted

No AI can be used to write your lab reports in this course.



TILTed sample policy: AI not permitted

In this course, you are developing your own scientific reasoning and analytical skills. While AI tools can be helpful, they can also replace the very skills the course is designed to help you build. As your instructor, my goal is to **guide** you in developing these skills; therefore, **no AI use is permitted in this course**. So we're on the same page, "AI tools" include (but are not limited to) ChatGPT, Gemini, Claude, Microsoft Copilot, and embedded AI in Microsoft, Canvas, or Google tools.

If AI is used in ways that violate this policy, I will follow the [QU Academic Integrity and Accountability Policy](#). My approach distinguishes between:

- Unintentional misuse (often resolved with a conversation and resubmission)
- Deliberate misuse (handled through formal integrity channels)

My goal is transparency and fairness, not punishment. If any situation feels unclear, please reach out before you submit. I am always happy to help clarify as we learn together throughout this semester!



Polices in the wild (outside of syllabi)

Preview Upload Assignment: 04 Assignment #4: Get curious!

INSTRUCTIONS

Expectation: In this assignment, you will explore the next steps in a scientific investigation by using AI as a tool to help generate ideas and reflect on experimental design. You'll practice prompting, evaluating AI-generated content, refining questions, and thinking critically about experimental controls and outcomes. Note that there are no right or wrong answers; you will be evaluated on your ability to discuss ideas and develop experimental approaches.

You will submit three items with this assignment:

1. Your CoPilot chat.
2. Your Zoom recording (note that it can take up to an hour for a Zoom recording to be shareable after recording).
3. A drawing of your experimental results.

Estimated time for completion: 4 hours

An assessment rubric is provided on the last page of the document and within the Blackboard assignment.

⚠ You may use AI for certain parts of this assignment. The goal is to explore how AI can help you sharpen your critical thinking, not replace it, so your work should show your reasoning and voice. See information below for more details.

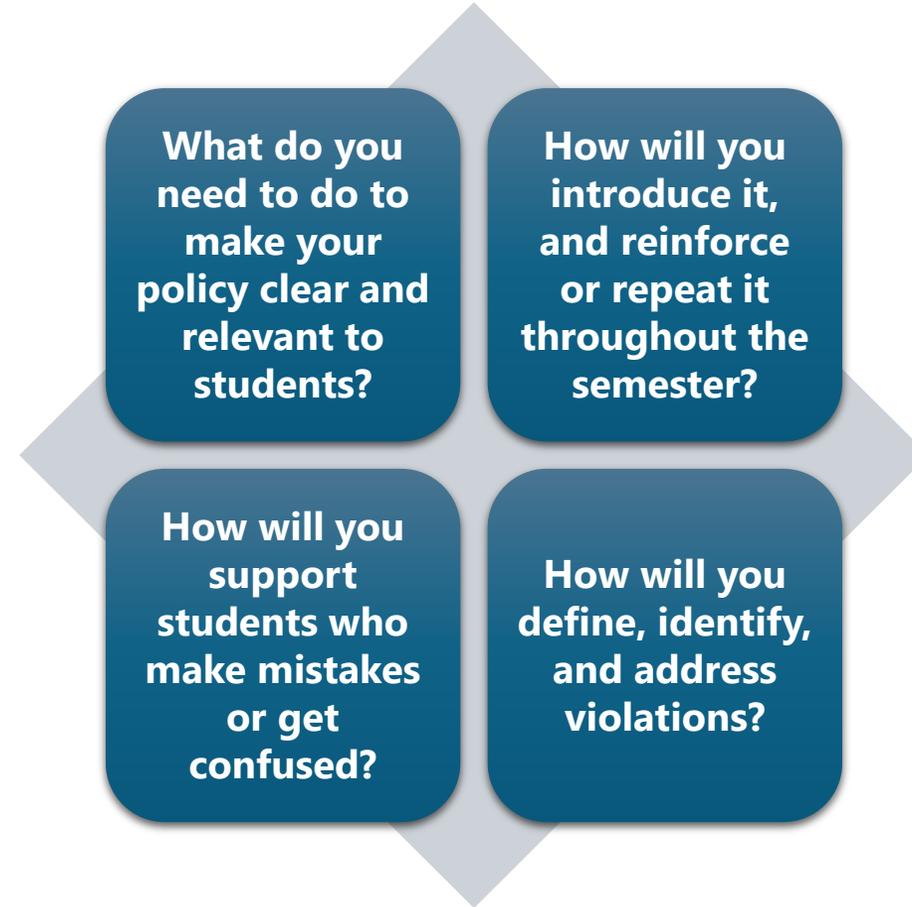
Part I: AI as a Brainstorming Partner

Objective: Use Microsoft CoPilot to generate and refine experiment ideas and reflect on the process of interacting with AI to push your thinking.

1. Start a Zoom recording with screen share enabled.
 - Open Microsoft CoPilot.
 - With the screen recording on, paste the group-written summary of the paper into the AI tool.



Discussion Breakout: Purpose, Task, and Criteria (10 minutes to think and write, 10 minutes to discuss)





Debrief

**How will you know your policy is effective?
How will you address it if it's not working?**

**Possible measures:
Do you have fewer violations?
Is grading more pleasant?
Do you feel less stressed about AI?
Do your students demonstrate stronger
critical AI literacy?**



Additional Working Time

- Continue to workshop your AI policy independently.
- Ask colleagues to read it over and give you feedback.
- Ask one of the facilitators or members of the QILT team for feedback.
- Let us know how it goes!



Visit our QILT AI Hub:
<https://qilt.qu.edu/ai>

Contact us: QILT@qu.edu
sara.rzeszutek@quinnipiac.edu
caitlin.hanlon@quinnipiac.edu

