

Yeshiva University Artificial Intelligence in Teaching and Learning Policy

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1. PURPOSE

This policy establishes a University-wide framework for the responsible use of artificial intelligence in teaching, learning, coursework, academic research, assessment, and related instructional activities. The University recognizes that AI can support learning, research, accessibility, and professional preparation when used appropriately. At the same time, AI should not replace the intellectual work, judgment, creativity, critical thinking, or professional responsibility that higher education seeks to develop.

The University also recognizes the importance of preparing students and faculty to engage thoughtfully and effectively with AI in an increasingly AI-enabled world. This policy is intended to support responsible innovation in teaching and learning while preserving faculty academic judgment and appropriate institutional safeguards.

2. SCOPE

This policy applies to student and faculty use of generative AI and related AI-enabled tools in connection with coursework, instruction, assessment, academic research, AI-assisted feedback, and learning activities. It applies to all schools, programs, courses, and instructional modalities unless a more restrictive school, program, course, professional, accreditation, or legal requirement applies.

- Coursework
- Instruction
- Assessment
- AI-assisted academic research
- AI-assisted feedback
- Generative AI tools used by students and instructors

This policy does not govern institutional research administration, human resources, admissions, procurement, operational analytics, or other administrative uses of AI that are governed by separate University policies or procedures.

3. GUIDING PRINCIPLES

The following principles govern interpretation and implementation of this policy:

Faculty Academic Judgment: Faculty are best positioned to determine the appropriate role of AI in their courses and assignments based on learning outcomes, disciplinary expectations, and pedagogical goals, subject to applicable University, school, program, accreditation, professional, and legal requirements.

AI Literacy and Responsible Innovation: The University encourages thoughtful exploration of AI in teaching and learning where it supports student learning, disciplinary knowledge, creativity, research, and professional preparation.

Human accountability: Students, faculty, and other authorized University personnel remain responsible for the work, judgments, materials, and decisions they submit, assign, publish, evaluate, or rely upon.

Clear expectations: Faculty should communicate permitted and prohibited AI uses clearly in syllabi, assignment instructions, and other course materials. Where course or assignment expectations are unclear, students are responsible for seeking clarification before using AI.

3.1 Learning First

AI may support learning but should not substitute for core learning activities that a course is designed to develop, including critical thinking, research, writing, analytical reasoning, professional judgment, and disciplinary expertise.

Where appropriate to the discipline and learning outcomes, developing students' ability to critically evaluate and effectively use AI may itself be an important learning objective.

3.2 Privacy and Confidentiality

Students and faculty may not upload confidential, protected, proprietary, client, patient, student, or research-subject information into AI systems unless expressly authorized and consistent with institutional requirements.

4. DEFINITIONS

For purposes of this policy, the following terms apply:

Artificial Intelligence or AI. Software, systems, or tools that generate, transform, summarize, analyze, classify, recommend, predict, or otherwise

assist with content, decisions, or workflows using automated computational methods.

Generative AI. AI that can create or substantially modify text, images, audio, video, code, data outputs, feedback, or other content in response to prompts or other inputs.

AI-Assisted Research

Use of AI tools for literature discovery, source identification, information synthesis, citation support, legal research, programming assistance, or other research-related activities.

Proofreading Assistance

Correction of grammar, spelling, punctuation, formatting, and citation mechanics without substantially altering content.

Substantive Editing

Revision that materially changes structure, argumentation, analysis, organization, or content.

5. INSTITUTIONAL GOVERNANCE

5.1 Annual Review

The University will review this policy at least annually, or more frequently as needed, to account for changes in technology, law, accreditation expectations, professional standards, academic practice, and institutional risk.

5.2 Training and Education

The University will provide ongoing guidance and educational resources regarding AI literacy, responsible use, privacy obligations, academic integrity, and discipline-specific applications of AI.

Resources should support faculty in both integrating AI where pedagogically appropriate and designing learning experiences where independent student work remains essential.

5.3 Approved Tools

The University may identify approved or institutionally supported AI platforms for instructional use. Faculty should not require students to submit protected information to non-approved systems.

5.4 School-Level Supplements

Schools and programs may adopt stricter AI requirements when warranted by professional standards, licensure requirements, accreditation expectations, confidentiality obligations, clinical responsibilities, or disciplinary learning outcomes. Where a school or program adopts stricter requirements, the stricter standard governs.

6. FRAMEWORK FOR STUDENT USE OF AI

Faculty determine the appropriate level of AI use for their courses and assignments based on learning outcomes, disciplinary expectations, and pedagogical goals. The following framework provides a common University structure for communicating those expectations to students and is intended to support, rather than replace, faculty academic judgment.

Level 0

No AI use is permitted for the assignment or activity. Students may not use AI to brainstorm, draft, revise, research, analyze, translate, summarize, solve, code, edit, or otherwise assist with the submitted work unless the instructor provides a specific written exception.

Level 1

AI may be used for limited preparatory support, including concept clarification, study assistance, grammar correction, citation formatting, and other non-substantive support functions. AI may not generate, draft, or significantly shape submitted work unless the instructor expressly permits that use for the assignment.

Guidance Note

Examples of permitted and non-permitted use include:

Permitted

- spelling correction
- grammar correction
- formatting
- citation formatting

Not Permitted

- generating paragraphs
- restructuring arguments
- rewriting substantive content
- producing analyses submitted as original work

Level 2

AI may be used for defined tasks authorized by the instructor, such as brainstorming, outlining, coding assistance, data exploration, research support, translation, or drafting support. Students must disclose AI use as required by the instructor and remain responsible for the accuracy, originality, citations, reasoning, and final submitted work.

Level 3

AI use is integrated into the assignment as an expected or required part of the learning activity. The instructor must specify the permitted tools, required process, disclosure expectations, and criteria by which student work and AI-supported work will be evaluated.

Level 4

AI is encouraged as a tool for innovation, creativity, research, scholarship, and professional practice. Faculty determine appropriate uses based on course and program learning outcomes. Students remain responsible for critical thinking, ethical and responsible AI use, disciplinary judgment, appropriate disclosure, and the quality of their independent contribution.

7. AI-ASSISTED RESEARCH

AI-assisted research may be permitted when consistent with course expectations, disciplinary standards, professional obligations, applicable law, research ethics requirements, and University policy.

7.1 Permissible Research Support

Unless otherwise restricted:

- literature identification
- source discovery
- legal research support
- coding assistance
- data exploration
- summarization of scholarly material

may be permitted.

7.2 Research Integrity

Students remain responsible for:

- factual accuracy
- citation verification
- source review

- scholarly judgment

AI-generated citations and references must be independently verified.

7.3 Professional and Confidential Research

Programs involving professional responsibility obligations may establish additional restrictions.

8. DISCLOSURE AND TRANSPARENCY

Disclosure requirements should be stated at the course or assignment level. Unless the instructor specifies otherwise, the following matrix governs minimum expectations:

Activity	Disclosure Required
Level 0	N/A
Level 1	Instructor discretion
Level 2	Required
Level 3	Required
Research uses where AI contributed materially	Required if instructor specifies
Level 4	Required

A disclosure should identify the tool used, the purpose of use, the portion of the work affected, and the student's independent contribution. Students must not represent AI-generated work as their own unaided work when disclosure is required.

9. ASSESSMENT, ACADEMIC INTEGRITY, AND HUMAN JUDGMENT

Human Decision Making in Assessment

Final grades, disciplinary determinations, degree progress decisions, and substantive evaluative judgments must be made by the instructor of record or other authorized University official. AI may assist but may not independently determine these outcomes.

10. FACULTY USE OF AI

Faculty may use AI to support teaching, course design, instructional-material development, feedback, assessment design, accessibility, and administrative efficiency, subject to this policy and any applicable University requirements.

Faculty are encouraged to thoughtfully explore and evaluate AI-enabled approaches that may enhance student learning, teaching effectiveness, accessibility, creativity, and preparation for professional practice.

Faculty Transparency

Faculty are encouraged to disclose material AI use when AI substantially contributes to instructional materials, feedback generation, or assessment design.

Faculty remain responsible for the accuracy, appropriateness, fairness, and pedagogical suitability of any AI-assisted material or feedback used in connection with a course.

11. PRIVACY, DATA PROTECTION, AND DIGITAL SAFETY

The use of AI tools must comply with all applicable privacy, data protection, information security, research, professional, and University requirements.

- No protected student information may be submitted to AI systems without authorization.
- No confidential client, patient, research participant, or legal information may be submitted to AI systems except as permitted by applicable policy.

AI-generated avatars and synthetic media may be used for legitimate teaching and learning purposes when pedagogically appropriate, subject to transparency, authorization, privacy, and other applicable University requirements.

- AI-generated avatars, voices, personas, or other synthetic representations based on an identifiable individual require appropriate authorization and must be used in accordance with applicable University policies and agreements governing intellectual property, privacy, likeness, voice, and use of instructional materials.

The creation or use of a faculty member's AI-based avatar or digital likeness does not, by itself, determine ownership or continuing rights of use. Questions concerning ownership, control, reuse, modification, revocation, or use after an individual's University affiliation ends are governed by applicable University policies, agreements, and authorization terms.

- Programs with professional confidentiality obligations may impose additional restrictions.

12. IMPLEMENTATION RESOURCES

The Colleges and Schools will develop and maintain implementation resources to support consistent, practical, and discipline-sensitive application of this policy.

Provide:

- AI syllabus statements
- disclosure templates
- faculty guidance
- student guidance
- approved-tool guidance
- examples by discipline
- examples of AI-integrated and innovative teaching and learning practices

BOTTOM LINE

This draft policy offers a tiered framework for AI use while clarifying pedagogical boundaries, disclosure expectations, privacy obligations, faculty responsibilities, professional-school discretion, and implementation supports. It is intended to provide a University-wide baseline while allowing schools and programs to adopt stricter requirements where warranted by professional, accreditation, legal, or disciplinary considerations.