Division of Convergence Software

AI Usage Guidelines

Standards and Ethical Principles for Generative AI Use for Undergraduate and Graduate Students

March 2026

Myongji University, Division of Convergence Software, College of AI & Software Convergence

Version 1.0

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1. Purpose and Scope

These guidelines are issued by the Division of Convergence Software, College of AI & Software Convergence, Myongji University, to provide universal standards and direction to help undergraduate and graduate students use generative AI in educational and research activities in an ethical and responsible manner.

1.1 Scope of Application

- All enrolled students at Myongji University (undergraduate and graduate)
- All classes, assignments, exams, and research activities related to AI·AX convergence education
- All generative AI tools (ChatGPT, Claude, Gemini, Copilot, etc.) and other AI tools

1.2 Terminology

Term	Definition
Generative AI	AI technology based on artificial neural networks that generates new content such as text, images, and code (e.g., ChatGPT, Claude, Gemini, DALL-E, Stable Diffusion, Copilot)
AI Usage Level	The permissible scope of AI use set by the instructor for each course (3 levels: Fully Permitted / Conditionally Permitted / Fully Prohibited)
Academic Integrity	Principles of honesty, transparency, and fairness in research and learning (Academic Integrity)
AI Literacy	The ability to understand the functions, limitations, and risks of AI tools and to use them critically

2. Core Principles of AI Use

The core principles of AI use at our university have been established with reference to guidelines from leading domestic and international universities. The following six key principles must be observed.

2.1 Transparency

When AI is used, its use and scope must be clearly disclosed, and AI-generated content must be properly cited and attributed according to established standards. This is to uphold academic credibility and community transparency.

2.2 Responsibility

The user bears full responsibility for all outcomes resulting from AI use. AI is a supplementary tool, not a replacement for independent thinking. Submitting AI-generated content as one's own or without authorization constitutes academic misconduct.

2.3 Critical Use

Since AI-provided information may contain errors (hallucinations) and biases, it must be critically reviewed before use. Fact-checking is mandatory, and students should develop a habit of verifying AI outputs.

2.4 Ethical Use

When using AI, care must be taken to avoid ethical issues such as plagiarism, copyright infringement, and generation of discriminatory content. Using AI-generated information without attribution may constitute plagiarism; accurate citations must be provided and misconduct must be avoided.

2.5 Security

When using AI tools, input of identifiable personal information or confidential materials must be restricted. Users should be aware that data entered into external AI services may be used for model training, and must pay special attention to information and data security.

2.6 Openness

AI should be embraced as a new learning tool that can enhance the efficiency and productivity of study and research, and recognized as something that requires prompt and appropriate adaptation. These guidelines will be continuously updated in line with advances in AI technology.

3. AI Usage Level Framework by Course

Instructors shall select one of the following three levels, taking into comprehensive account the course objectives, teaching methods, and nature of assignments, and specify it in the course syllabus.

This is an adaptation, tailored to our university's context, of the three-level framework commonly adopted by leading domestic and international institutions such as Harvard, Stanford, Korea University, Chung-Ang University, and Yonsei University.

Level	Category	Description
Level 1	**AI Fully Permitted**	AI may be used throughout all learning activities, including class work, assignments, and exams When used, the fact of use, tools employed, and method of use must be specified Verification of outputs and reconstruction through one's own thinking is mandatory
Level 2	**AI Conditionally Permitted**	AI may be used with the instructor's prior permission The instructor specifies permissible AI tools, scope of use, and any restrictions Use may be permitted only at specific stages, such as idea exploration or research
Level 3	**AI Fully Prohibited**	No generative AI may be used in any class activities, assignments, or exams Violations will be treated as academic integrity violations and subject to disciplinary action Applies to courses requiring direct competency assessment, such as written or practical exams

※ If no separate AI use policy is specified by the instructor, AI use is treated the same as receiving assistance from another person in accordance with Stanford University's standards; using AI to substantially complete assignments or exams is not permitted.

4. AI Usage Guide for Students

4.1 Permitted Uses

- **Concept Exploration and Understanding:** Exploring concepts, developing ideas, and checking examples through conversation with AI
- **Brainstorming:** Assistance with generating and structuring initial ideas for papers or projects
- **Grammar and Language Correction:** Grammar correction, translation assistance, and expression improvement when writing in English
- **Code Assistance:** Debugging, syntax checking, and understanding code explanations in programming assignments
- **Summarizing and Organizing Materials:** Assistance with initial organization and summarization of large volumes of material
- **Learning Support:** Using AI as a tutor to deepen conceptual understanding

4.2 Prohibited Uses

- **Unauthorized Submission of AI-Generated Work:** Submitting AI-generated text, code, images, etc. as one's own work
- **Concealing AI Use:** Failing to disclose AI use despite having used it
- **Using AI in Prohibited Courses:** Using AI in courses where the instructor has prohibited its use
- **Entering Personal Information:** Entering third parties' personal information, confidential research data, or non-public university materials into AI tools
- **Unauthorized Use During Exams:** Unauthorized use of AI tools during proctored exams

4.3 Mandatory Requirements for AI Use

When submitting assignments or reports in which AI was used, the following must be specified:

- Name and version of the AI tool used (e.g., ChatGPT-4o, Claude 3.5 Sonnet)
- Purpose and method of use (e.g., drafting assistance, material summarization, code debugging)
- Key prompt content (where applicable)
- Explanation of how the AI output was integrated into one's own work

For example, the use of AI in an assignment or report may be stated as follows:

> The initial draft of this report was written with the assistance of ChatGPT (GPT-4o, March 2026) and subsequently revised in full by the author.

5. AI Usage Guide for Instructors

5.1 Specifying AI Policy in the Syllabus

Instructors must specify their AI use policy in the course syllabus to clearly inform students of when and how AI may be used. The following items are recommended for inclusion:

- Specification of AI usage level (Level 1/2/3)
- Specific guidance on permissible AI tools and scope of use
- Notice that violations of AI use standards may be treated as academic integrity violations
- Verbal explanation during the first class session and provision of a Q&A opportunity

5.2 Designing Assignments and Assessments for the AI Era

Assignments and assessments should be designed to go beyond mere information summarization or restatement, enabling learners to demonstrate critical thinking, creativity, and problem-solving abilities.

- **Process-Centered Assessment:** Designed so that learners reflect on their use of AI through process-centered assessment: draft → feedback → final submission
- **Multi-Method Assessment:** Verifying actual competencies through combined assessments such as report + presentation + oral examination
- **Reflective Statement on AI Use:** Requiring learners to submit a reflective statement on how they used AI along with their assignments

5.3 Teaching AI Literacy

Instructors shall guide learners to clearly understand the capabilities and limitations of AI, and to use it responsibly based on academic integrity and critical thinking.

- Guidance on AI use cases and methods by field of study
- Education on methods for verifying AI outputs and awareness of their limitations
- Prompt engineering education for responsible AI use

6. Standards for AI Use in Research Activities

6.1 AI Use in Paper Writing

- AI may be used as a research assistance tool, but must not be listed as a co-author
- The use and extent of AI must be disclosed in the methodology or acknowledgments section of the paper
- AI-generated text must not be used verbatim; it must be reconstructed using the researcher's own thinking and expression
- The AI use policies of relevant journals and academic societies must be checked and complied with

6.2 AI Use in Research Data Processing

- When using AI for research data analysis, the AI model, version, parameters, etc. used must be documented in detail
- Sensitive research data (personal information, clinical data, confidential information, etc.) must not be entered into external AI services
- Prompts and configuration values must be preserved to ensure the reproducibility of AI analysis results

6.3 Graduate Student Theses and Dissertations

When AI is used in a thesis or dissertation, prior consultation with the supervising professor is required, and the scope and method of use must be transparently described within the thesis. AI-generated content must not replace the core arguments or analysis of the thesis.

7. Academic Integrity Violations and Sanctions

7.1 Cases Constituting Academic Misconduct

- Presenting AI-generated content as one's own work
- Failing to disclose AI use when it was used
- Using AI in a class where AI use is fully prohibited
- Using AI beyond the scope specified by the instructor

7.2 Sanction Procedures

If academic misconduct related to AI use is detected, it will be handled in accordance with the university's academic regulations and academic integrity policies.

Violation Level	Example	Sanction Level
Minor	Failure to disclose AI use, improper citation	Warning and requirement to resubmit assignment
Serious	Unauthorized submission of AI-generated work, using AI in prohibited courses	Zero grade for the assignment/exam, referral to the Student Integrity Committee
Serious (Repeat)	Repeating the same violation two or more times	Possible disciplinary action including F grade for the course, suspension, etc.

8. Benchmarking AI Guidelines from Domestic and International Universities

These guidelines were established with reference to the practices of the following leading domestic and international universities.

University	Key Features	Notes
Harvard	Three-level policy selection system per instructor, provision of AI Sandbox, discouragement of AI detection tools	Course-based autonomous policy model
Stanford	AI use treated the same as receiving help from others; prohibited unless explicitly permitted; GSB cannot prohibit AI in take-home assessments	Honor Code-linked model
Oxford	Emphasis on responsible use in research and assessment; mandatory disclosure when AI is used in summative assessments	Transparency-centered model
Korea University	6 core principles (transparency, responsibility, critical use, etc.); separate guides provided for instructors and learners	Comprehensive guideline model
Yonsei University	6 core principles (critical, consensual, creative, ethical, security, open); targeted at instructors, learners, and researchers	Critical use-centered model
Chung-Ang University	Three-option instructor selection system (fully prohibited/conditionally permitted/fully permitted); clarified misconduct criteria	Instructor autonomous selection model

9. AI Usage Checklist

Students may use the following checklist for self-assessment before submitting assignments.

No.	Item	Check
1	Have you confirmed the AI usage level (Level 1/2/3) for this course?	□
2	Did you use AI within the scope specified by the instructor?	□
3	Have you specified in your assignment whether and how AI was used?	□
4	Have you listed the name and version of the AI tool(s) used?	□
5	Have you reconstructed the AI output using your own thinking and expression?	□
6	Have you verified the accuracy of information provided by AI (fact-checked)?	□
7	Have you avoided entering personal information or confidential data into AI?	□
8	Have you properly performed citation notation for AI use?	□
9	Does the final output align with your own learning objectives?	□
10	Have you written a reflective statement on AI use if required?	□

10. Supplementary Provisions

10.1 Effective Date

These guidelines take effect on March 1, 2026.

10.2 Revision and Updates

In light of the pace of AI technology advancement and changes in the educational environment, these guidelines will be periodically reviewed and updated at the beginning of each semester. Feedback from instructors, students, and researchers will be actively incorporated in the improvement process.

10.3 Contact Information

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