

AI MISUSE DECISION PATHWAY

A structured, education-focused guide for addressing suspected academic integrity violations related to AI.

"Do I suspect a student has misused AI in their assignment?"

0%

RELIANCE ON AI DETECTORS

Focus on tangible evidence. AI detection tools are proven to be unreliable and should not be used as a basis for suspicion.

Phase I: Initial Suspicion & Preparation

Begin with objective analysis and collegial consultation, not accusation.

STEP 1 IDENTIFY

Note precise, objective concerns: unusual voice, non-sensical citations, or overly complex jargon.

STEP 2 CONSULT

Discuss with a colleague or TA. Get a second opinion on the student's typical work quality and style.



STEP 3 PREPARE

Document the specific evidence you will discuss, assuming positive intent throughout your preparation.

STEP 4 SCHEDULE

Arrange a private, mandatory meeting with the student. Include a TA or colleague if possible.

Phase II: The Conversational Verification

Shift focus from the written text to the student's knowledge and process.

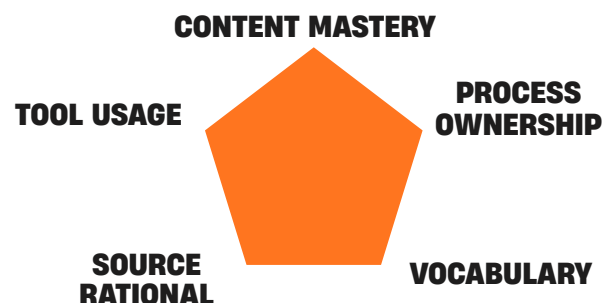
STEP 5 CONVERSATION FLOW

The goal of this meeting is to create a non-confrontational space for the student to demonstrate their understanding of the work they submitted.

- 1. Assume Positive Intent:** Start by explaining the purpose of the meeting is to discuss their work, not to accuse.
- 2. Introduce Concerns:** Show the specific parts of the assignment that seemed unusual and explain why.
- 3. Listen Openly:** Ask the student to explain their process and reasoning, and listen without interruption.

AREAS OF INQUIRY

Your questions should cover multiple facets of the assignment's creation to build a holistic picture of the student's involvement.



Sample Questions for Conversations

Process: “Walk me through how you started this assignment.”

Tool Use: “What resources did you consult, and how did you use them?”

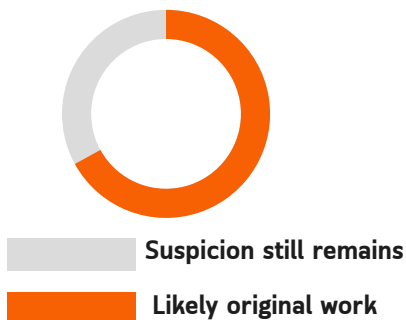
Content Mastery: “Can you explain this section in your own words?”

Vocabulary: “Why did you choose this particular term/example?”

Revision Ownership: “If I asked you to expand this argument, how would you do it?”

STEP 6 DECISION POINT: TALLYING KNOWLEDGE

Based on the student's responses, determine the probability of misconduct.



Mostly Excellent/Satisfactory

The student explains the work convincingly.

This indicates **Likely Original Work**.

Mostly Limited/Could Not Answer

The student struggles to explain basic concepts, process, or terminology. **Suspicion Remains. Move to STEP 7.**

Phase III: Confirmation & Final Action

STEP 7 CONFIRMATION:

Require the student to demonstrate knowledge under supervision (e.g., an oral exam on key concepts, a monitored short re-write). This step provides a final opportunity for clarity.

SUSPICION NOT CONFIRMED

If the re-write/defense is successful, the process concludes. Use it as an opportunity to reiterate assignment expectations.

AI MISUSE IS CONFIRMED

If the student cannot perform the work independently or admits the violation.

1. Clearly state the violation and the consequences (e.g., failing grade).
2. Enforce the established academic integrity policies consistently.
3. Report the infraction to the proper channels per University Policy.

This guide is intended to foster educational conversations and ensure a fair, transparent process.

MORE RESOURCES:

- [AI MISUSE GUIDELINES FOR INSTRUCTORS](#)
- [AI MISUSE DECISION PATHWAY APPENDIX](#)
- [OSU ACADEMIC AFFAIRS WEBSITE](#)



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