MUSC
Medical University
of South Carolina

Center for the Advancement of Teaching & Learning
173 Ashley Avenue
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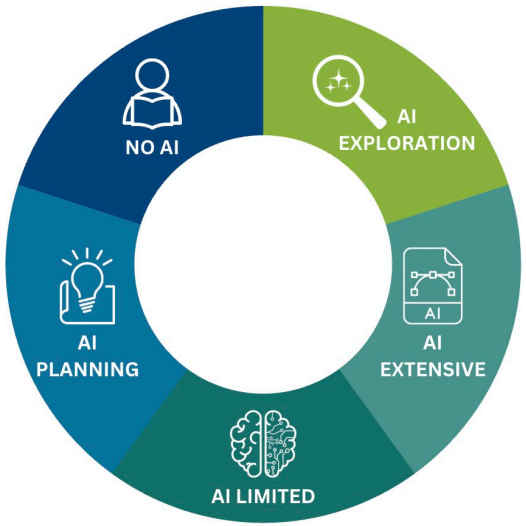
AI Acceptable Use Framework for Academic Tasks

The MUSC AI Acceptable Use Framework establishes clear guidelines on when and how artificial intelligence (AI) tools may be used in academic work. By providing consistent communication across colleges and courses, this framework enables educators to design meaningful learning experiences with explicit expectations, while allowing students to confidently navigate their coursework with clear guidance on when and how to leverage AI tools. The framework isn't about restriction—it's about purposefully considering when AI enhances academic work versus when it might impede skill development or competency assessment. **Students are responsible for being knowledgeable and complying with the MUSC Plagiarism and Artificial Intelligence Guidelines above.** The use of AI should be acknowledged according to the expectations of the course instructor and/or the citation style guide.

While this framework guides acceptable AI use, **AI tools should complement—never replace—the human connections and expertise that are foundational to the MUSC educational experience**. We encourage the entire MUSC community to prioritize engaging with our wealth of human resources—including professors, peers, and specialists in the various academic support offices (such as the Center for Academic Excellence and Writing Center, and MUSC Library)—who provide the critical thinking, personalized feedback, and specialized knowledge that go beyond what any AI tool alone can offer.



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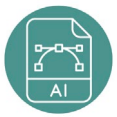
Category	Description	Example of Tasks **This is not an exhaustive list*	Examples of Possible Documentation Requirements
	AI may not be used at any point during the task.	• Exams and quizzes • Professional or clinical skills evaluations	N/A
	AI may be used for planning during pre-task completion activities only.	• Initial research and brainstorming • Outlining and strategy development	• A log of AI interactions used during planning (including prompts and responses) • Reflection on which AI suggestions were helpful and why
	AI may be used in a limited way to complete only specific aspects of the task as directed by the course instructor.	• Poster presentations (e.g., using AI to help with layout design while creating content independently) • Revision and refinement based on AI Feedback	• A log of AI interactions used for specified components (including prompts and responses) • Brief explanation of how AI output was evaluated and used for specified components.
	AI may be used extensively to complete any element of the task as directed by the course instructor. The instructor may allow students to determine the extent of AI use at their discretion.	• Complex data and evidence analysis. • Practice Clinical Decision-Making	• Reflection on decision-making process for when and how AI was used • Explanation of how AI output was refined, evaluated, and integrated into the final work
	AI use is required to complete the task. AI serves as both a subject of inquiry and an innovation catalyst to enhance problem-solving or generate novel insights.	• Exploring interdisciplinary approaches to complex healthcare challenges • Exploring AI usage in healthcare practice, education and research. • Designing future-focused healthcare education models using AI (interactive chatbots, study skills application development)	• Critical analysis of the strengths and limitations of AI for specified applications. • Reflection on how AI transformed thinking and problem-solving processes

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Key Considerations of Decision Making in Developing the Framework

- We shifted from a numerical scale to a descriptive framework to avoid implying a hierarchy of value and better capture the qualitative differences in AI use approaches.
- We adopted "task" instead of "assessment" terminology to recognize that AI use guidelines apply to a range of academic work beyond formal evaluations.
- We included documentation requirements to provide concrete guidance for implementation and help distinguish between categories. The examples for documentation requirements align with the level of AI integration, shifting focus from logging interactions to reflecting on decision-making processes.
- We changed category names from "AI Collaboration" to "AI Limited" and "Full AI" to "AI Extensive" based on feedback that all permitted AI use could be viewed as collaboration.
- We clarified that AI Planning restricts use to ideation phases only, while both AI Limited and AI Extensive permit AI in final deliverables, establishing a clear progression.
- We distinguished AI Limited from AI Extensive by specifying that Limited requires instructor designation of specific components for AI use, while Extensive allows broader application.
- We differentiated AI Extensive from AI Exploration by positioning Extensive as using AI primarily as a tool to complete tasks, while Exploration treats AI as both tool and subject of inquiry.
- We maintained instructor direction requirements across all categories while providing flexibility for adaptation to specific disciplinary contexts.
- We structured the framework to balance guidance with opportunities for developing AI literacy through progressive student agency.
- We added a note emphasizing that AI tools are a complement to the support services we have and not a replacement.

Acknowledgement and Contributors

This AI Acceptable Use Framework was adapted from The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. (2024). Journal of University Teaching and Learning Practice, 21(06). https://doi.org/10.53761/q3azde36 as well as the updated scale Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale.

The framework was approved by MUSC's Education Advisory Council (EAC), Student Affairs Advisory Council (SAAC), and Provost Council.

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