

Student Guide to Generative AI



You deserve more than rules about AI.

You deserve to understand how it works, what it can't do, and how to use it in ways that serve your learning and your future.

The University of Baltimore is committed to transparency and collaboration with you on this.

WHY AI LITERACY MATTERS

AI literacy is now a foundational professional skill and a critical thinking skill. At UBalt, that means learning to:

- Understand what generative AI can and can't do
- Spot hallucination, bias, and limitations in AI output
- Use AI purposefully; to enhance thinking, not replace it
- Disclose AI use transparently
- Advocate for equitable, responsible AI use in your community

YOUR RIGHTS

Clarity

Instructors must state AI expectations in every syllabus

Support

Access to CAII and other resources to build AI literacy

Due Process

Fair treatment in integrity proceedings, including the right to appeal

Transparency

Honest communication from UBalt about how AI is used in your education

YOUR RESPONSIBILITIES

Document AI use per your instructor's expectations

Avoid cheating, plagiarism, or falsification.

Report academic integrity violations you witness

Complete the online academic integrity course by end of your first semester

Follow the Acceptable Use of IT Resources Policy

6 RESPONSIBLE AI USE HABITS

1. Think before you prompt — Will this help you learn or shortcut it?
2. AI hallucinates confidently. Check facts, citations, and stats against primary sources.
3. Disclose your use. Transparency is a professional norm.
4. Never enter personally identifiable information into AI tools.
5. Ask whose perspective is missing or centered in AI outputs.
6. Know when *not* to use AI.

ASK YOURSELF...

- Am I representing AI content transparently?
- Does my AI use honor my instructor's trust in my work's authenticity?
- Am I following the same expectations as everyone else in the course?
- Am I respecting the labor behind the models, my peers, and my instructors?
- Do I own this work? errors and all?
- Am I willing to ask hard questions about AI use, even when uncomfortable?

KNOW YOUR COURSE'S AI LEVELS

Since AI use expectations should be clearly stated in course syllabi across UBalt's schools, faculty may use the AIAS to further illustrate what is acceptable in their courses.

Not sure what's allowed?

Ask your instructor *before* using AI, not after!

The AI Assessment Scale (AIAS) v2.1

1	NO AI 🔒	This task is completed in a controlled environment designed to exclude AI. Knowledge, understanding, and skills are demonstrated and assessed independently.
2	AI PLANNING	This task focuses on planning activities such as topic exploration, outlining, and initial research. AI may be used to support this process, and the quality of planning and idea development is assessed whether or not AI was used.
3	AI COLLABORATION	AI may be used to help complete this task, including idea generation, drafting, feedback, and refinement. It is designed so that AI alone will not reach the required standard. Assessment covers both the work itself and how AI outputs are evaluated, modified, and integrated.
4	FULL AI	There is an expectation of AI involvement in this task. The goal cannot be reached by AI or by a person working alone in the time available. Assessment focuses on the critical thinking and subject knowledge shown in directing AI.
5	AI EXPLORATION	This task is designed for creative AI use to solve problems, generate novel insights, or develop innovative solutions in the discipline. Approaches may be co-designed by students and instructors.

 AI Assessment Scale (AIAS) v2.1 © 2026 Learning Innovation Practice Ltd. Based on the original AIAS by Perkins, Furze, Roe & MacVaugh.

For More Information...

Contact CAILI (caili@ubalt.edu) for AI literacy support and resources, including the *Academic Affairs Approach to Generative AI* document.



**UNIVERSITY OF
BALTIMORE**

**Center for AI Learning and
Community-Engaged Innovation**