

Enhancing Education Through Artificial Intelligence

a faculty guide



SUPPORTING ANDRAGOGICAL INNOVATION AND
INTEGRITY AT TEXAS WESLEYAN UNIVERSITY

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Dear Faculty,

As we continue navigating the evolving landscape of higher education, one thing is clear: artificial intelligence (AI) is no longer a distant concept—it's here, it's growing, and it's reshaping the way we think, work, and teach.

AI has already made a significant impact across industries, influencing the types of skills today's students need to thrive in tomorrow's workforce. From writing assistance to data analysis and beyond, the ability to effectively and ethically leverage AI tools is quickly becoming a core competency. As educators, we have a responsibility not only to acknowledge this shift, but to guide our students through it with clarity, integrity, and purpose.

This guide was created to help you do just that. You don't need to be an AI expert to make meaningful choices in your classroom. In fact, some of the most effective uses of AI in instruction simply encourage students to move beyond surface-level memorization and into deeper levels of learning, like analysis, creativity, ethical debate, and problem-solving. Used wisely, AI can help create more dynamic assignments and thoughtful conversations.

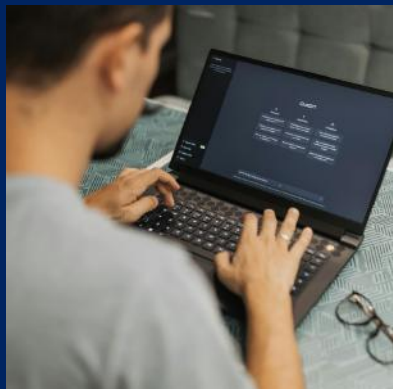
As faculty, you set the tone. Being transparent about how you use AI and clearly outlining your course-specific policies empowers students to engage with these tools appropriately. When students know what's allowed—and why—they're far more likely to use AI in ethical, productive ways.

We hope this guide offers practical ideas, sample language, and inspiration as you explore AI integration. Whether you're just beginning or already experimenting, CETL is here to support you each step of the way.

Sincerely,

A handwritten signature in cursive script that reads "Jessie McDowell".

Jessie McDowell
CETL Director

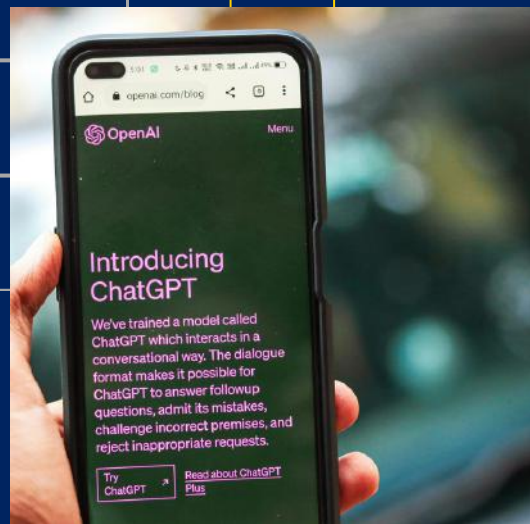


2025

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ARTIFICIAL ✨ ✨ INTELLIGENCE



Glossary

Artificial Intelligence (AI)

A broad field of computer science focused on creating systems that can perform tasks that typically require human intelligence—like language processing, problem-solving, or pattern recognition.

Generative AI (GAI)

A type of AI that can create new content such as text, images, audio, or code. Tools like ChatGPT, DALL·E, and Copilot fall into this category.

Large Language Model (LLM)

A machine learning model trained on vast amounts of text data to understand and generate human-like language. Examples include OpenAI's GPT models and Google's Gemini.

Hallucination

A confident but incorrect or fabricated answer generated by an AI tool. AI may “make up” sources, facts, or quotes—so fact-checking is essential.

Citation / Disclosure

Acknowledging when AI tools contributed to your work, much like citing a book or article.

Prompt

The input or question you give an AI tool to generate a response. Well-crafted prompts can improve accuracy, depth, and relevance of AI output.

Automation

Using AI tools to streamline repetitive or administrative tasks, such as grading drafts, summarizing text, or generating quiz questions.

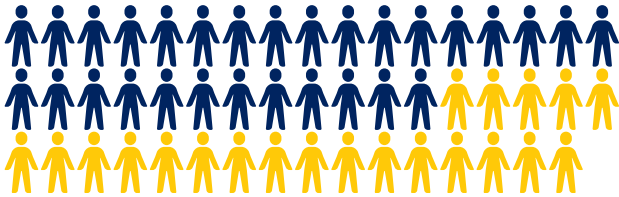
AI Literacy

The ability to understand, evaluate, and responsibly use AI tools. This includes knowing when and how to use them—and when not to.

Transparency

Being open with students about your use of AI (in course design, feedback, etc.) and what student use is allowed. Clear communication builds trust and models ethical behavior.

AI Trends



58% of college students feel they lack sufficient AI literacy and **48%** feel unprepared for an AI-enabled workforce



79% of company leaders believe adopting AI is necessary to remain competitive

99%

of surveyed U.S. colleges agree that AI will be central to their competitiveness in the coming years

45%

of higher education faculty now use AI tools in their teaching! (Up from 24% in 2023)

86%

of students report using AI in their studies. **54%** use AI at least weekly while **24%** use AI daily.

Most common use cases for students:

Search for information
(69%)

Check grammar
(42%)

Summarize documents
(33%)

Paraphrase a document
(28%)

Create a first draft (**24%**)

AI tools most commonly used by students:

ChatGPT (**66%**)

Grammarly (**25%**)

Microsoft Copilot (**25%**)

References

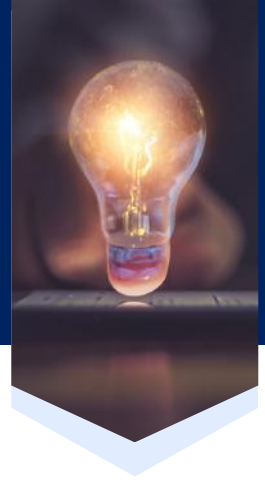
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CETL's AI Vision & Policy



CETL's Vision for AI in Higher Education

At the CETL, we believe that artificial intelligence, when used thoughtfully and transparently, has the potential to enhance learning, deepen engagement, and expand what's possible in the classroom. Our vision is not one of replacement, but of **empowerment**—where faculty guide students in using AI as a tool to boost **critical thinking, ethical reflection, and real-world application**.

We support an academic culture where:

- AI enhances—not replaces—human expertise
- Faculty lead the conversation about ethical use in their disciplines
- Students learn how to responsibly use AI for research, creativity, and analysis
- Transparency and boundaries are clearly communicated in every course

CETL's Role in AI at Texas Wesleyan

Instructors decide how, if, and when AI is used in their courses. The CETL provides resources and guidance - not mandates!

The CETL is committed to staying current on AI trends through research, piloting tools, professional development and sharing updated resources and training.

- Provide **sample policies** and assignment/assessment ideas
- Vet tools and share **AI recommendations** based on privacy, accessibility, and pedagogical value
- Offer **1-on-1 support** to help faculty align AI use with their teaching goals
- Promote **campus-wide conversations** on AI ethics, future workforce needs, and student digital literacy

Faculty AI Policy



Policy Location

The Faculty AI Policy is located in the **Campus Faculty Teams** group within the Teams app. If you do not see this team in your app, submit an IT ticket to be added.

Once in the team, click the **Files** tab at the top and find the **University Policies** folder.

Policy Overview

Areas of the policy include:

1. Ethical Guidelines for AI Use
2. Acceptable Use Cases for Students
3. Non-Acceptable Use Cases for Students
4. Acceptable Use Cases for Faculty
5. Non-Acceptable Use Cases for Faculty
6. Potential Benefits and Risks of AI
7. Privacy & Data Protection
8. Compliance with Laws and Regulations
9. Procedures for Addressing Violations
10. Role of Provost's Council
11. Importance of Responsible AI Usage

The Faculty AI Policy will be reviewed annually by the CETL, IT, and Academic Affairs Committee to ensure it remains relevant and practical.

University members must not enter non-public or sensitive information into AI tools. Student educational records may only be submitted to AI tools that comply with FERPA standards.

The role of faculty is to provide clear guidelines to students regarding the acceptable use of generative AI tools in coursework and assessments. Encourage ethical usage and report any violations of this policy to their Dean or following the academic integrity policies.

Crafting Your Course AI Policy



Your course AI policy should include:

1. How students *may* use AI
2. How students *may not* use AI
3. Approved vs. prohibited tools (i.e. Grammarly)
4. Disclosure requirements & example format
5. Consequences of misuse
6. Purpose or rationale for this policy
7. Assignment-specific guidance (if different than other assignments in course)
8. Encouragement of critical thinking
9. Flexibility statement (e.g. "This policy may be updated during the semester based on student feedback and new developments in AI.")

Policy Types:

Prohibited

AI use is not allowed for any assignments or class activities

Limited

AI is permitted in specific ways, with clear boundaries and rationale

Integrated

AI use is openly encouraged and integrated into learning tasks and assessments

TXWES Tip: Most courses on campus fall under the limited category to reflect real-world preparation and ethical engagement.

Student Disclosure Types:

Citation

Cite AI model like a source.
Provide citation examples of common AI tools for students.
APA website has list of citations.

Some instructors ask students to include type of use in brackets at the end of the citation

Use Statement

A brief paragraph at the end of an assignment, noting how AI was used and which tool was used.

Ex:

"I used ChatGPT to generate an outline and brainstorm counterarguments. All final writing and analysis are my own."

Comments

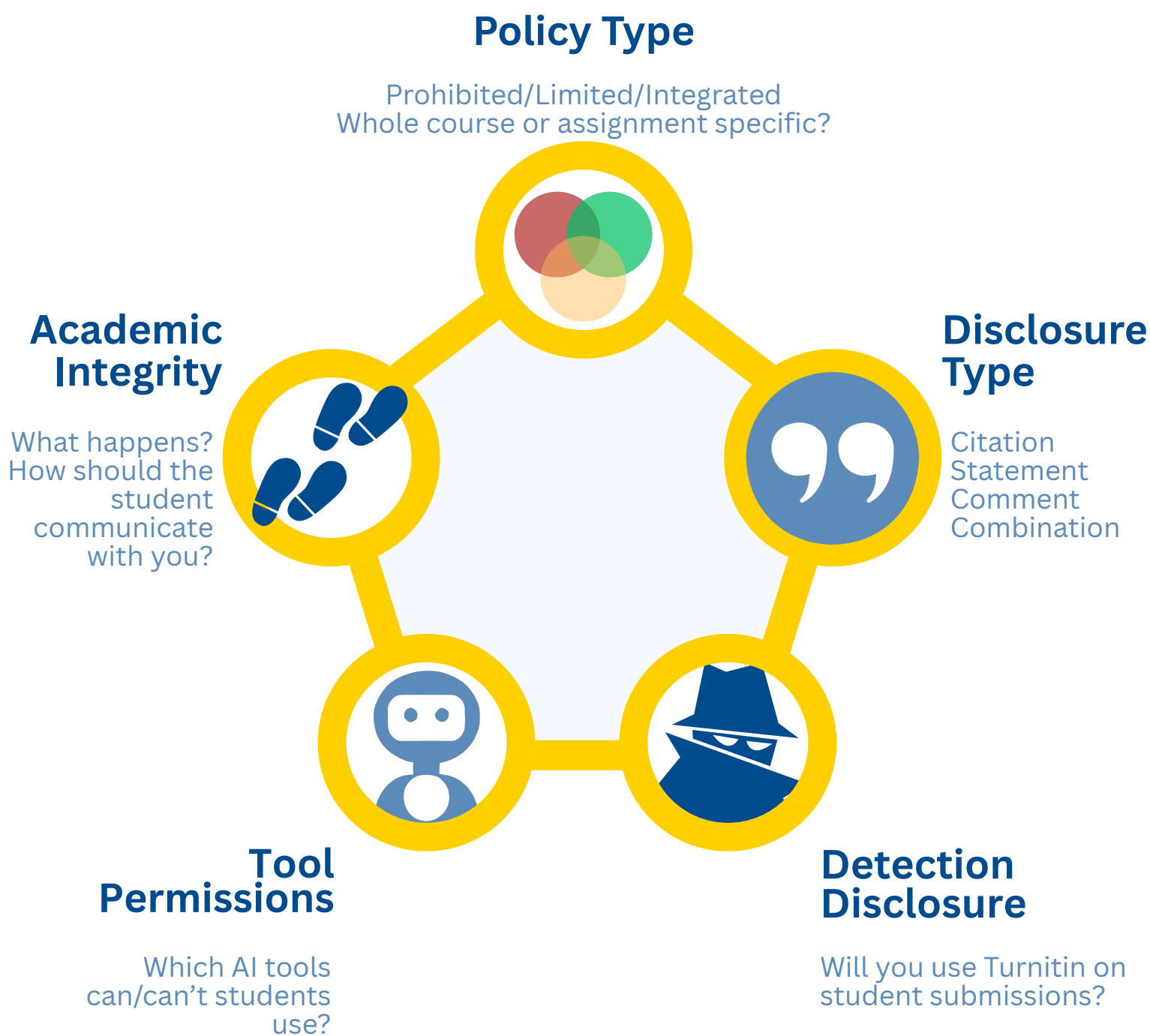
Students enter a short disclosure via a comment when submitting work through Canvas LMS.

Include this expectation in the assignment instructions, as well as 1-2 prompting questions to help them fully detail disclosure.

Crafting Your Course AI Policy



Use the following areas to customize your course AI policies



Example Course AI Policies



Prohibited

Policy Overview

In this course, the use of generative AI tools (such as ChatGPT, Grammarly, Microsoft Copilot, DALL·E, or similar applications) is not permitted for any course assignments, activities, or assessments.

Tool Permissions

All AI-powered writing, editing, summarizing, coding, or image generation tools are considered unauthorized for this course. This includes, but is not limited to: Gemini, Copilot, Claude, ChatGPT, QuillBot, Llama, Perplexity, Notebook LM.

Citation & Disclosure

Since AI tools are not allowed for this course, students are not expected to include AI citations or usage statements. Any student use of AI must be disclosed honestly and immediately to the instructor.

Rationale

The goal of this course is to help you develop original thinking, discipline-specific communication skills, and independent learning strategies. Generative AI tools may interfere with these goals by replacing—not supporting—key cognitive processes. Instructors need to see your reasoning, analysis, and voice.

Academic Integrity

Unauthorized use of AI tools will be treated as a violation of the university's academic integrity policy and may result in disciplinary action. This includes plagiarism, misrepresentation, and unapproved collaboration.

As part of maintaining academic integrity, the instructor may use assistive tools such as Turnitin (TII) to flag writing that appears to be AI-generated. However, Turnitin or AI detection tool results will never be used alone to take punitive action.

If concerns arise, the instructor may compare flagged work to previous student work, rely on professional judgement and familiarity with student's writing style and/or request a meeting with the student to discuss the assignment in question. The conversation is to ensure fairness, clarify expectations and provide opportunities for student explanations.

If, after a review, the instructor determines that AI was used in violation of this policy, the matter may be referred through the university's Academic Integrity Policy and procedures for formal review.

Example Course AI Policies



Assignment - Specific

(Disclosure Type: Statement)

Policy Overview

For this course, students are permitted to use generative AI tools in limited ways and on specific assignments to support their learning process. The final submission, however, must represent your own original thinking, voice, and synthesis. AI may assist in early brainstorming or outlining but should not generate full drafts, analyze course content, or replace your personal analysis. This policy may be updated during the semester based on student feedback and new developments in AI.

Tool Permissions

AI tools (i.e. ChatGPT, Grammarly, Copilot, Gemini) may be used only as directed in the assignment instructions. In this course, AI may never be used to write or rewrite full paragraphs or essays, generate APA citations nor create final submission content.

The following lists the AI use for assignments within this course:

- 6 Discussion Boards: Brainstorming or outlining
- Midterm Paper: Brainstorming, outlining, grammar, clarity and thesis statement
- Reflection Paper: no AI use allowed
- Unit 3 Project: creative generation for graphics, slide outlines
- Final Exam: no AI use allowed

Citation & Disclosure

You are required to disclose any use of AI in a short statement at the end of your assignment. This is not a formal citation, but a transparent note explaining how AI supported your work.

Example Disclosure: "I used ChatGPT to brainstorm possible essay topics, connecting titles and organize a rough outline. All final writing and analysis are my own."

If you use AI-generated content directly as a quote within your assignment, cite it with the appropriate in-text citation and on your APA references page. In this case, you are citing the AI just as you would an article or book.

Rationale

This policy is designed to help you engage responsibly with emerging technologies while still developing core skills like critical thinking, synthesis, and academic writing. AI tools can support your learning, but they should not replace the cognitive work expected at the college level.

Academic Integrity

Failure to follow this policy—including improper use of AI or lack of disclosure—may be considered academic dishonesty and addressed through the university's Academic Integrity Policy and procedures.

The instructor may use tools such as Turnitin (TII) to detect potential AI use. TII results will not be used in isolation to assign penalties. If concerns arise, the instructor may meet with the student to review the work, consider writing patterns, and ensure a fair and professional resolution.

Example Course AI Policies



Limited

(Disclosure Type: APA Citation)

Policy Overview

In this course, students may use generative AI tools (e.g., ChatGPT, Grammarly, Copilot) for limited, instructor-approved purposes such as brainstorming, outlining, or grammar support. All core writing, analysis, and final submissions must reflect your own original thinking and voice.

This AI policy may be revised during the semester based on university guidelines, new tools, or course needs. Any changes will be communicated in writing.

Tool Permissions

Note: AI tools may not be used in any capacity for the term final exam.

Permitted Uses:

- Brainstorming ideas
- Outlining structure
- Basic grammar and clarity suggestions

Prohibited Uses:

- Drafting/rewriting full paragraphs or assignments
- Generating citations or bibliographies
- Submitting AI-generated responses without significant revision or oversight

Citation & Disclosure

If you use AI in any part of your process, you must cite it in APA format on your References page. Include your usage type in brackets at the end.

Example:

OpenAI. (2024). ChatGPT (April 10 version) [Large language model]. <https://chat.openai.com> [brainstorming & grammar]

Rationale

This policy encourages responsible exploration of AI while preserving the integrity of your learning. AI tools can support early thinking and organization, but your assignments are designed to develop essential skills like analysis, synthesis, and original communication. Limited, transparent use ensures you're building those skills while staying prepared for AI-integrated academic and professional environments.

Academic Integrity

Failure to follow this policy or cite AI use may result in academic dishonesty proceedings per the university's Academic Integrity Policy. Suspected misuse may prompt a review that includes instructor feedback, a meeting, and appropriate follow-up.

Example Course AI Policies



Integrated

(Disclosure Type: Mixed)

Policy Overview

In this course, you are encouraged to explore and responsibly use generative AI tools (e.g., ChatGPT, Grammarly, Microsoft Copilot) as part of your learning process. AI can assist with brainstorming, outlining, editing, studying, and even creative generation—as long as you remain the critical thinker and decision-maker behind your work.

Tool Permissions

Allowed Uses:

- Brainstorming
- Outlining arguments or project steps
- Improving clarity, grammar or organization
- Summarizing content or testing understanding
- Exploring multiple perspectives on a topic
- Exploring connections between topics/theories

Prohibited Uses:

- Submitting AI output as-is without revision
- Using AI to bypass reading, research or critical analysis
- Misrepresenting AI-generated content as solely your own thought

Citation & Disclosure

You must cite any **significant use of AI** in APA format on your References page.

Example:

OpenAI. (2024). *ChatGPT* (May 2 version) [Large language model].

If AI played a **minor role** (e.g., phrasing suggestions), a brief note at the end of your work is also acceptable:

“AI tools were used to clarify grammar and brainstorm supporting points.”

Rationale

AI is increasingly part of academic and professional life. This policy encourages you to engage with these tools ethically and reflectively. Using AI well means understanding its capabilities, recognizing its limits, and integrating it into your workflow without replacing your own thinking.

Academic Integrity

Failure to disclose substantial AI use or submitting AI-generated content without meaningful human input may be treated as academic dishonesty under the university's Academic Integrity Policy. If you're not sure how to cite AI's support in your work, just ask!

Course AI Policy Considerations



Grammarly

Grammarly is a university-provided tool. As such, it may be prudent to mention allowed or prohibited uses of this tool in your course AI policy.

- Edits for grammar, spelling and punctuation in Grammarly DOES NOT leverage AI and should not flag if scanned by Turnitin.
- Edits for clarity, tone and rewriting suggestions in Grammarly DO leverage AI. These edit types are likely to flag within a Turnitin scan.

Be sure students are aware of these differences. Ensure your course AI policy specifically differentiates between the AI and non-AI uses of Grammarly.

Turnitin

Results of the AI Checker within Turnitin are not sufficient to initiate punitive action against a student at Texas Wesleyan University. You must also pull in your professional expertise, familiarity with the student's writing style and past submissions and discussions with the student to form a potential AI misuse conclusion.

Be transparent with students if you plan to use TII to scan submissions.

It is highly discouraged to include a certain TII percentage as a threshold within your course AI policies.

Turnitin's disclaimer:

"The final decision on whether any misconduct has occurred rests with the reviewer/instructor. Turnitin does not make a determination of misconduct, rather it provides data for the educators to make an informed decision based on their academic and institutional policies."

Examples of TII Limitations:

- Text under 300 words likely to return a 0% or 100% all-or-nothing AI result
- Cannot scan non-prose sentences (i.e. bullet point lists, poems, tables, annotated bibliographies)
- Can only scan these file types: .docx, .pdf, .txt, .rtf (not PowerPoint!)
- 1 out of 100 human-written documents flagged as AI-written
- "There is a chance we might miss 15% of AI written text in a document" in order to keep the false positive rate down to 1%
- Intro and conclusion sentences likely to get flagged as paraphrased since they're generalized sentences not presenting new ideas.

Teaching Best Practices with AI



Best Practice: Align AI use in your course with learning outcomes

Ask: How can AI help students analyze, create or evaluate more deeply - without bypassing learning?

Example: Use AI for brainstorming but require students to annotate or reflect on its outputs.

Best Practice: Teach students *how* to use AI - not just whether they can

Discuss: AI limits (e.g. hallucinations), privacy, prompt quality & ethical use

Example: Create an in-class activity where students compare AI-generated responses to peer-generated ones

Best Practice: Be upfront about how you use AI as an instructor & why

Example: “I used AI to generate a draft rubric, then revised it to match the learning goals for this module.”

Best Practice: Create assignments that encourage original thinking and make AI misuse less tempting

Strategies:

- Reflective writing tied to personal experience
- In-class drafting and group synthesis activities
- Asking students to critique/improve AI output

Best Practice: Guide students through levels of AI prompting

Strategies:

- Basic: “Summarize this article”
- Intermediate: “Create a study guide based on this reading.”
- Advanced: “Compare two philosophical perspectives and propose a synthesis”

Best Practice: Treat AI integration as a shared exploration as a class. Encourage feedback & adaptation

Ideas:

- Use anonymous polls to ask students how they’re using AI on an assignment
- Craft advanced prompts together in class for a specific assignment
- Return to AI use topics mid- and end-of term based on needs

Differentiation with AI



Use AI to adapt content, process, product or support - meetings student where they are without doubling your workload.

Content (What students learn)

- Simplify complex readings (e.g. “Explain this at a 10th grade level”)
- Translate instructions into multiple languages
- Generate extra background material to support students with less prior knowledge

Process (How students engage)

- Generate practice problems with solutions for independent reinforcement
- Convert lecture notes into audio summaries (via AI voice tools)
- Support inquiry-based learning by helping students create research questions or prompts

Product (What students create)

- Student 1 creates a video script with AI support, Student 2 builds a visual concept map and student 3 writes a reflection essay
- Use AI to outline project steps for students who need more structure
- Include AI in the product generation, but students critique AI’s work
- Generate data visualization/infographic to accompany student’s essay

Support (Scaffolding & feedback)

- Draft review & feedback via AI (before peer review or submission)
- “What if...” brainstorming support for stuck students
- Students use AI to practice explaining concepts in their own words

Integrating AI into Assignments



AI can be more than just a study buddy—it can become a powerful learning tool when integrated with purpose and creativity. Here are some assignment ideas that encourage students to analyze, evaluate, and create while building AI literacy across disciplines.

AI as Peer Reviewer

Students generate an AI critique of their draft work, then analyze AI's suggestions. Students write a reflection on which feedback they accepted or rejected.

Compare & Contrast

Ask students to do a short task (e.g. summary, analysis). Have AI do the same. Students compare both versions and critique.

Prompt Challenge

Students design a series of prompts to get AI to produce accurate or high-quality results for a complex question. They explain how they refined their prompts and what they learned.

Fact-Checking AI

Students use AI to explore a topic, then independently verify with academic sources & cite. Report on what was missing or inaccurate and why that matters.

Case Debate

Based on a set list of characters and a situation, each student has AI create a case study. Discuss differences and nuance together in class.

Simulate Perspectives

Students ask AI to simulate characters, people, stakeholders or theorist to a topic. Student writes a response agreeing or not, using evidence in course materials.

"Corrupt the AI" Exercise

Students intentionally create flawed or inaccurate prompts to show how AI can be manipulated OR have students debate the AI, trying to convince it they're right.

Reverse AI

Give students an AI output (text, chart, essay) and ask them to work backwards. Find the original prompt, AI assumptions and explain AI's knowledge gaps.

AI Use Reflection Log

Over the term, students log how they've used AI, tools, what worked/didn't. This helps their awareness of ethical use and maybe academic areas they need more support in.

Talking to Students About Your AI Policy



AI isn't just a behind-the-scenes tool—it's a topic your students are likely already using and wondering about. Taking time to directly and clearly address AI use in your course sets the tone for ethical engagement, reduces confusion, and builds trust.

Your Course Policy

- Explain how/when/if AI is permitted
- When and how to disclose use
- Consequences of misuse
- If you're using TII on student work
- Policy located in syllabus

The “Why” Behind Your Rules

- How AI use affects learning outcomes, critical thinking or professional readiness
- Ethical or field-specific concerns (e.g. patient privacy, data integrity, work originality)

How *You* Use AI

- TII or use when designing course content
- Transparency to boost trust

Encourage Communication

- Repeatedly encourage students to ask you questions
- Emphasize the changing nature of AI and how its role in education is still evolving
- We're all learning together!

Example:

“Hey y'all—AI tools like ChatGPT are everywhere, and I know it can be confusing to know what's okay to use in class. When I was a student, this wasn't even a thing—so I'm learning right alongside you.

In this course, I'll always let you know when AI is okay to use and when it's not. If you're ever unsure, just ask—no big deal.

And if you find a cool way to use AI that actually helps you learn, I want to hear about it! Let's figure out how to use these tools in smart, ethical ways—together!”

Why It Matters

- Students want clarity
- Models ethical behavior
- Supports academic integrity
- Reduces the power gap

Tips for Success:

- Bring it up early! During week 1 or syllabus review
- Revisit the conversation prior to major assignments/exams
- Keep your tone open & curious - not punitive

Talking to a Student About AI Use



In the event you suspect potential use of AI in violation of your course AI policy in your syllabus, speaking with the student is vital. You set the tone for the conversation and steer the dialogue, so it's important to think about what to say beforehand.

Don't assume guilt

- Set the tone for a productive and collaborative conversation - not a court hearing!

"Do you have time to talk about your essay? I'm curious about your thought process as you wrote it."

"I noticed some differences in your writing compared to your earlier work and I just wanted to check in with you about your process for this assignment."

"I want to be sure that work I'm seeing reflects your own voice and learning. Can we chat about how you developed your ideas?"

Understand their process

- Ask open-ended questions to understand the student's process and tools used.
- Assess authenticity while keeping a supportive tone.

"Did you use any tools to help you research or organize your ideas?"

"How did you decide on the structure or focus of your paper?"

"What was your process for starting this assignment?"

Determine next steps

- A sincere student might benefit from a coaching opportunity and revisiting the course AI policy details.
- If you still have doubts, explain that you will review the situation further and let them know when/how you will follow up with them.

"Thank you for walking me through your process. I still have a few concerns I'd like to think through. I'll follow up with you via email by the end of next week. Until then, let me know if you have any questions about this assignment or AI use on upcoming assignments."

"Thanks for explaining your process. Let's just make sure we're on the same page about the kinds of tools that are (or aren't) allowed in this class."

Potential Flags:

- Written work doesn't match previous student submissions (differences in tone, vocabulary or complexity)
- Inconsistent or unusual formatting, due to copy/paste artifacts (background color, mixed fonts, odd line spacing etc.)
- Overly polished or vague language, lacking depth, specific examples or assignment requirements.
- Repetitive phrasing or sentence structures
- Incorrect citations and/or broken citation links
- Missing personal voice or perspective
- Misinterpretations of assignment prompts or class-specific details

AI Prompting Tips for Faculty



Today's AI tools are more powerful, context-aware, and responsive than ever—but they still need **clear, intentional guidance** to be truly helpful. Here are updated prompting strategies that reflect how modern AI works **now**, *not how it worked a year or two ago*.

Be Specific - But Don't Overload

Modern AI handles nuance well, but too many instructions at once can still confuse it. Break big tasks into smaller parts or give your prompt in stages.

Example:

“Write a discussion prompt for a sophomore-level ethics course.

Then suggest a follow-up question that challenges assumptions.”

Refine Through Follow-Up

AI now remembers more in a session and can build on your earlier requests. Treat it like a collaborator—revise, clarify, and iterate.

Examples:

“Now make it more concise.”

“Can you format this for Canvas?”

“Add an example relevant to nursing students.”

Step-by-Step Approach

Ask AI to show its thinking or walk through a process—great for assignments, explanations, or helping students learn how to think critically.

Example:

“List the steps a student would take to analyze a primary source. Then turn that into a grading rubric.”

Give Context

AI performs best when it understands who the audience is and what the goal is.

Example:

“I’m designing an assignment for an online business course. Students are mostly juniors. The goal is to practice persuasive writing.”

Ask for Limitations/Caveats

AI is getting better at recognizing its own gaps

Example:

“What would be the limitations of using this approach in a lab-based course?”

“Where might bias show up in this policy suggestion?”

Ask for Multiple Versions

One answer is rarely the best. Ask for 2–3 options, tones, or formats and then tweak from there.

Example:

“Give me three variations of this quiz question: one recall-based, one analytical, one creative.”

Faculty AI Resources



CETL is actively curating and creating AI resources to help faculty explore new tools and integrate AI into their courses with ease. Whether you're experimenting or just getting started, our goal is to make AI approachable, ethical, and practical—without adding extra work to your plate.

“Justin” Just-in-Time Support Bot

Check out CETL's custom-trained AI bot! Justin can answer almost any faculty question, help you troubleshoot tech tools and help you figure out if you should chat with CETL or IT about a specific issue. You can find the link to this bot on the CETL's website.

CETL Website

The CETL's new and expanded website launched in Fall 2025! Here you'll find our article archive, newsletters, tutorials and guides and more. You can access the website [here](#), or navigate to it from our office's page on the main TXWES website.

CETL's AI Assignment Templates

Canvas Commons is a communal place to share resources. To save you time, the CETL has started an AI assignment template repository! Simply find the assignment type you'd like, import it into your class and edit for your prompt or topic. Done! Now you've integrated AI without adding any additional work.

CETL Presentations & Guides

Throughout the academic year, the CETL will be presenting the latest trends and updates in AI from the education perspective. We will also share popular ways to incorporate AI into assignments and how to tackle the AI-detection conundrum. These sessions will be shared via email and the CETL's monthly newsletter.

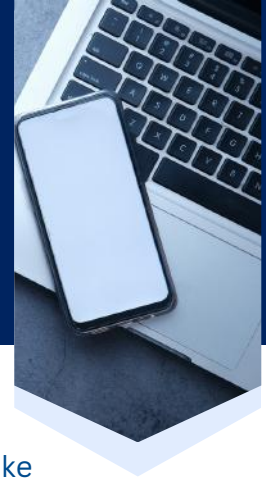
Self-Paced Faculty Courses in Canvas

Want to learn AI at your own pace or work around a busy schedule? Check out our “choose your own adventure” AI module where you can explore the different ways you can leverage AI within your course. Hands on!
If interested, contact Casey Miller to get enrolled in the mini-course.

Copy & Paste Resources to Share with Students

No need to reinvent the wheel! The CETL has flyers and Canvas modules built to teach students about AI literacy and ethical use. Simply copy the module within Canvas and import into your course! This would make a great week 1-or-2 assignment to start the semester off right. You can find this pre-built student AI module in Canvas Commons. Search for “TXWES”.

AI Tools for Teaching & Productivity



Large Language Model (LLM)

A type of AI trained on large volumes of text to generate and understand human-like language. It can write, summarize, analyze and edit text and answer questions.

Which LLM is the best for...? (As of fall 2025. Things change!)

Live Research

Perplexity.ai

Web-connected, provides links to real sources. Ideal for pulling recent studies, articles or fact-checking

Technical Papers

Claude 3

Excels at reading long, dense PDFs or technical reports. Great for summarizing complex content and comparing documents.

Image Generation

DALL-E

Within ChatGPT, great for professional and consistent images. Can follow detailed prompts and edit images.

Video Generation

Pika Labs

Emerging leader within AI video creation. Great for concept videos, explainers or creative storytelling.

Curipod: Create interactive lessons, polls and exit tickets [free & paid options]

Eduaide.AI: Build lesson plans, discussion prompts, rubrics and other teaching materials based on course topics [free & paid options]

Diffit: Levels text for different reading abilities, generate summaries, questions & vocab lists [free & paid options]

Teach Anything: Quickly explains any concept at different grade levels [free & paid options]

Quizizz AI: Generate quizzes, flashcards & interactive practices [free & paid options]

Twee: Create warm-ups, roleplays, dialogues & vocab lists (great for language & humanities courses) [free & paid options]

QuestionWell: Generates quality multi-choice questions and exports [free & paid options]

Note: AI models are constantly upgrading and more tools are becoming available online. The CETL encourages you to do online research to find the most updated tools or find the one that works for you. If you're looking for something specific, contact us at cetl@txwes.edu and we can help!

FAQ's



What if I have more questions about AI?

Stop by the CETL, email, Teams chat or book a meeting! Our staff is ready to help tackle academic AI questions and assist as needed.

What should I do if I suspect a student used AI unethically?

Start by reviewing the student's previous work in your class. Are there differences? Speak directly with the student to discuss your concerns about their work. Remember, Turnitin's AI score alone is not sufficient evidence due to the false positives and error margin.

If concerns remain, consult your department chair/director or dean. Serious cases with proof may be addressed through the university's Academic Integrity Policy.

Is TXWES planning to discontinue using TII's AI Checker?

As of 2025, there are no plans to discontinue Texas Wesleyan's institutional license with Turnitin. Faculty are encouraged to use the tool thoughtfully and understand its limitations and potential risks.

Who do I talk to about integrating more AI into my course?

Stop by the CETL, email, Teams chat or book a meeting! Our staff is ready to help!

Can I prevent students from using AI tools entirely in my course?

Yes, faculty may set boundaries around AI use in their courses. If you choose to prohibit all AI tools, clearly state that policy in your syllabus and explain how you'll communicate and enforce it. Keep in mind that enforcement can be challenging, so proactive guidance and transparency are essential.

That said, Texas Wesleyan encourages faculty to incorporate AI in some capacity, as today's workforce expects graduates to have AI literacy. Our mission includes preparing students for future success in an AI-driven world.

Campus Contacts



CETL Staff

AI Questions, Using EdTech and Curriculum Consultations

- Using AI to lesson plan
- Adding AI into assignments
- Crafting your course AI policy
- Turnitin & Grammarly use
- AI ethics & more!



Casey Tim Gwen Jessie

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Library Staff

Dennis Miles
dbmiles@txwes.edu

- Prompt engineering
- General AI & hallucinations
- How to use Grammarly effectively
- AI Information Literacy
- How to use AI in research

IT Department

The IT department can assist with AI questions related to integration into the Canvas LMS, data privacy and cybersecurity.

Email: helpdesk@txwes.edu

Office: Library Basement