

# Teaching, learning and assessment

What must students learn to do, with and without AI?

Permission to use a tool should follow the learning purpose of the task.

## **Recommended starting position**

Have faculty and academic governance define learning expectations and acceptable assistance within institutional safeguards. Make assignment rules explicit, design evidence of student understanding, and support accessible participation when AI use is required.

The same assistance can support learning in one task and remove the practice that another task was designed to provide. Students need to understand both the boundary and the educational reason for it. Faculty need support to change assessment without lowering the learning standard.

## **What the evidence supports**

Carteret uses explicit course and assignment expectations within a tiered approach. North Shore addresses instructor permissions and AI-supported grading and feedback. Their different approaches illustrate choices that academic governance must resolve locally.

## **Establish these foundations**

- Connect each AI-use rule to a learning objective.
- Communicate expectations before the work begins.
- Collect evidence of student understanding appropriate to the discipline.

## **The choices to make locally**

### **Independent demonstration**

Consider this when: The task assesses knowledge or judgment students must exercise themselves.

Tradeoff: Explain the boundary and address accommodations and permitted support before assessment.

### **Bounded assistance**

Consider this when: AI can support a defined stage while students remain responsible for the intellectual work.

Tradeoff: Specify what may be assisted, what must be independent and what process evidence is reasonable.

### **Integrated AI practice**

Consider this when: The learning objective includes directing, evaluating or working responsibly with AI.

Tradeoff: Assess judgment and verification as well as the final product; provide equitable access.

## **Illustrative campus case**

### **A technical student produces a polished troubleshooting plan.**

A student uses AI to prepare an equipment-diagnosis plan. The written result is convincing, but the instructor needs to know whether the student can recognize an unsafe recommendation.

The assessment must reveal the student's judgment, not only the quality of the submitted plan.

1. State which AI assistance is permitted for the preparation.
2. Ask students to explain the diagnostic sequence and challenge an unsafe or unsupported suggestion.
3. Assess the practical demonstration and reasoning against the program's learning and safety requirements.

What the team produces: An assignment rule, assessment method and explanation of the capability being assessed.

## **Who is responsible**

Board and trustees: Ask whether AI adoption strengthens learning and whether leadership can show credible evidence.

Institutional leaders: Provide faculty time, support and appropriate access for assessment redesign.

AI task force: Bring academic governance, accessibility, privacy and student perspectives into the institutional framework.

## **Illustrative language to adapt**

Faculty will state permitted AI assistance and disclosure expectations for learning and assessment activities within institutional policy. Assessment must provide appropriate evidence of student understanding and the capabilities required by the program. Required AI use must address access, privacy and applicable accommodations.

Read alongside model policy sections 7, 8, 10. Reconcile local authority and requirements before adoption.

## **Evidence of implementation**

- Clear assignment expectations available in advance.
- Assessment evidence of student reasoning or performance.
- A supported route for access barriers and accommodations.

Reconsider when: Review when assessment no longer reveals the intended learning, program requirements change or tool use creates new barriers.

## **Supporting sources**

[Carteret Community College / Artificial Intelligence Policy](#)

[North Shore Community College / Artificial Intelligence Principles and Policies](#)