【Please note that the implementation of defining course-specific AI policies in syllabi, as part of this policy, will begin with classes offered in AY 2026.】

To All Undergraduate Students and Graduate Students

July 28, 2025

Ritsumeikan Asia Pacific University

Policy for Using Generative AI in Education and Learning (Revised Edition)

I. About Generative AI

Generative Artificial Intelligence (AI) refers to a category of artificial intelligence technologies that leverage machine learning models trained on vast datasets to autonomously generate various types of content, including text, images, audio, programming code, structured data, and more. These models can produce outputs that closely resemble those created by humans, by learning patterns from existing data offering innovative opportunities across a wide range of academic and creative fields.

While generative AI offers benefits for personalized learning through data driven insights, simplifies administrative tasks, introduces new approaches to teaching and learning (Holmes & Tuomi, 2022; Singh, 2025), and holds promise in addressing diverse challenges in ways similar to human responses, it also raises significant concerns. Issues such as cybersecurity vulnerabilities, risks of information leakage, accuracy and reliability of information, and the absence of comprehensive social and legal regulations remain critical challenges that must be thoughtfully considered.

In the context of higher education, the integration of generative AI tools necessitates careful and responsible use. Universities must not only foster awareness among students, faculty, and staff about the capabilities and risks associated with generative AI but also prioritize the cultivation of AI literacy. Preparing students to navigate an evolving technological landscape is essential for their future success in a rapidly changing market.

At APU, the use of generative AI tools can benefit teaching and learning when they support creativity, ideation, brainstorming, and serve as search engines, translation tools for self-study, or aids for summarizing non-content data, etc. These applications enhance learning through responsible use by augmenting - not replacing - intellectual efforts. In contrast, the use of generative AI is discouraged when it becomes a substitute for learning, such as

generating complete answers for assessments, completing assignments without meaningful student input, or bypassing the opportunities to develop essential academic skills. Overreliance on generative AI in such cases undermines the educational process and can compromise academic integrity.

Accordingly, all members of the university community (i.e., faculty, students, and staff) are encouraged to develop a thorough understanding of both the potential and limitations of generative AI. Please refer to the following APU policy and guidelines to ensure that AI tools are utilized responsibly, with a strong commitment to maintaining academic integrity and upholding ethical standards.

II. Purpose and Background

In recent years, generative AI has become more popular and accessible for students and the broader public. Following the release of programs such as OpenAI's *ChatGPT*, the number of generative AI tools has rapidly expanded, such as Google's *Gemini*, Microsoft *Copilot*, Stability AI's *Stable Diffusion*, Adobe *Firefly*, and others offering varied capabilities for generating natural language texts and other forms of media. Despite differences in technology, capabilities, and licensing, there are several significant concerns that must be addressed at the university level.

- Privacy Risks: Generative AI systems may not adequately protect personal data input by users, potentially violating privacy laws and institutional regulations.
- Intellectual Property Concerns: Generative AI may inadvertently breach copyright or intellectual property rights.
- Accuracy Issues: Contents generated by generative AI may contain inaccuracies or misleading information.
- Bias and Discrimination: Generative AI outputs may reflect and perpetuate biases or discriminatory language present in training data.
- Academic Integrity Risks: The use of generative AI in coursework may violate academic honesty standards, increasing the risk of plagiarism and academic misconduct (see APU's plagiarism policy).
- Critical Thinking and Skill Erosion: The use of generative AI may improve productivity, but also may reduce critical thinking and erode important skills when overused by students, faculty, or staff.

III. Scope of Policy

This policy applies to all divisions of APU, including students, staff, and faculty and serves as a general guideline for using generative AI in education and learning.

IV. Policy for Faculty and Staff

- ◯ Protect Confidential and Personal Information
  - Do not input confidential data, personal information, or content that may violate copyright or intellectual property laws into generative AI inquiries.
  - Be aware that generative AI tools often retain and utilize input data to improve their algorithms, and confidentiality cannot be guaranteed. Where possible, opt out of data collection. For instance, ChatGPT allows you to disable chat history, preventing your conversations from being saved or used to improve their models (OpenAI). If you are using the university's Microsoft Copilot for Web, it includes enterprise-level safeguards to limit data collection(Microsoft Copilot is recommended throughout Ritsumeikan Academy).
  - Understand platform differences: Terms of service vary between platforms and may not comply with Japanese privacy laws, university policies, or confidentiality regulations.
- ◯ Verify Accuracy and Address Potential Bias
  - Critically evaluate all generative AI outputs for factual accuracy and potential biases before usage and dissemination.
  - Recognize limitations: Generative AI content is based on training data that may contain systemic biases and inaccuracies.
  - Risk mitigation: Disseminating incorrect or biased information obtained through generative AI could expose the university to reputational and legal risks.
- ◯ Ensure Transparency and Disclose generative AI Usage
  - Disclose the use of generative AI whenever it contributes to official communications, public documentation, or instructional materials.
  - This transparency in disclosure of generative AI usage can help mitigate the risk of unintentional copyright infringement or misrepresentation.
- ◯ Promote the responsible use of generative AI
  - Ethical use: Generative AI tools should be used in ways that align with the university's core values, including respect, fairness, transparency, and accountability. Faculty and staff should avoid uses of generative AI that may cause harm, reinforce bias, or spread misinformation.
  - Academic integrity: Generative AI must not be used to compromise the authenticity or originality of academic work. Faculty should set clear expectations regarding generative AI use in coursework and research, ensuring students understand what constitutes acceptable versus academic misconduct (see APU's plagiarism policy). Staff involved in academic support functions

should ensure that generative AI use does not facilitate plagiarism or misrepresentation.

- Purposeful application: Use generative AI tools when they add value to teaching and learning, or administrative work, never as a substitute for human judgment or pedagogical interaction.

◯ Define Course-Specific AI Policies in the Syllabus

Faculty should clearly articulate the permitted level of AI use for each course. Faculty who team teach or teach the same required subjects are asked to coordinate their grading and administrative policies. The university's new syllabus template (starting from SP2026) provides a section for this purpose. Suggested categories include:

- **Fully Restricted**: No Generative AI is permitted to use in assignments, assessments, or any other coursework in this course. Zero tolerance for violations.
- **Restricted Use:** Generative AI can be used to assist with student learning, for example, to explore concepts, receive explanation, or translate contents, but cannot be used to generate, draft, or produce any part of assignments or assessments. All submitted coursework must be the student's own work, and the use of generative AI to produce graded assignments or assessments is strictly prohibited.
- **Limited Use:** Generative AI can be used to assist students with assignment completion in this course. Students may use AI tools to help brainstorm, outline, or revise their work. However, all AI generated content must be proper credit, acknowledged and cited. Exact citations and credit will vary based on student use, but could entail a footnote explaining the extent of use or use of quotations around text taken directly from generative AI sources, and a reference entry indicating the AI tool and date accessed. Misuse of generative AI without proper disclosure will be treated as a breach of academic integrity.
- **Fully Permitted:** There is no restriction on generative AI use in this course. Proper credit must be acknowledged and cited when using content generated from generative AI.
- **Ask Instructor:** The instructor will provide explicit guidelines for the acceptable and unacceptable use of generative AI in the course.

* Different assignments within a course may have different AI usage guidelines. Please consult the instructor for details.

◯ Understand the Limitations of Generative AI Detection Tools

- AI detection tools are imperfect: They may produce false negatives (when the generative AI detector incorrectly identifies something as not generative AI content when it is actually true) and false positives (when the generative AI detector incorrectly identifies something as generative AI content when it is actually not from generative AI).
- Detection limitations: Current detection technologies are typically trained on specific generative AI tools and may not be effective across all generative tools.

◯ Approach to Academic Integrity and Evaluation

- Strict enforcement: Faculty and staff should continue to uphold university standards regarding plagiarism and academic integrity.
- Recognize challenges: Determining plagiarism in work involving generative AI can be difficult.
- Evaluation focus: When assessing reports, papers, and other submission materials, faculty are encouraged to understand the capabilities and limitations of generative AI.
- Holistic assessment: Evaluate students based not only on one output but also on learning motivation, engagement, and achievement to ensure fair and meaningful assessment.
- Performative assessment might be used instead of summative assessment to help students improve their skills and abilities as opposed to assessing their skills and knowledge through summative assessment.

Ⅴ. Academic Integrity Policy for Students

◯ Value Your Own Original Thinking

- In university papers, reports, and examinations, your own original ideas and opinions are very important and essential.
- Content generated by generative AI does not represent your originality or academic achievements.
- Information from generative AI should be carefully examined more critically than traditional literature or internet sources.
- Use generative AI information only as a tool to support your learning process, not as a substitute for your own reasoning and creativity.

◯ Avoid Academic Misconduct

Directly submitting generative AI content for exams, reports, or assignments may:

- Constitute ethical violations, such as copyright infringement.

- Hinder your learning and intellectual growth.
- Be regarded as plagiarism and result in disciplinary action for academic misconduct, depending on the extent and manner of use (see APU's plagiarism policy).

Note: The use of generative AI for final examinations, assessments, and reports is generally prohibited unless specified in the course descriptions or by the instructor.

When you are allowed to use generative AI to assist with your assignments, clearly indicate which parts were aided by generative AI. For example, you might write, 'This introduction was assisted by ChatGPT (OpenAI, 2025).' Or 'I acknowledge the use of [AI tool or technology name and link] to generate [summary of this report content].' When including a short piece of generative AI text from a prompt, enclose the text in quotation marks and provide details about how it was generated. Be sure to include an in-text citation referencing the 'author' of the generative AI tool (the company that developed the tool). Refer to APU Writing Manual

Whenever you are in doubt, ask your instructor.

◯ Act with conscious integrity, recognizing that you are responsible for your own learning journey and use responsibly.

◯ Protect Personal and Confidential Information

- Be aware that any information input into generative AI tools may be stored, analyzed, or accessed by third parties.
- Never input personal information, highly confidential data, unpublished papers (including drafts of graduation theses), research data or other sensitive materials.
- Exercise caution and responsibility when interacting with generative AI tools.

◯ Verify generative AI Information

- As generative AI output frequently contains errors, inaccuracies, and biases, do not blindly accept generative AI information. Instead, always independently verify the accuracy and reliability of any information you intend to use in your work.

◯ Follow Course-Specific generative AI Policies

- Adhere to the guidelines provided in the syllabus and by the instructor for each course.
- Policies on generative AI use may vary depending on the instructor, course content, and study field.

◯ Consult Faculty/Instructor When in Doubt

- If generative AI use policies for a course or assignment are unclear, or if you are unsure about appropriate use, consult your instructor before proceeding.

◯ Maintain Academic Integrity in All Assignments & Examinations

- For assignments outside of regular class activities (e.g., theses in both undergraduate and graduate programs): You must comply with APU's plagiarism policy.
- Any use of generative AI must be properly acknowledged and cited according to academic standards.

Reference Materials:

Columbia University Policies
https://provost.columbia.edu/content/office-senior-vice-provost/ai-policy

Harvard Internal Use of AI content Policy
https://huit.harvard.edu/ai/guidelines

Holmes W., & Tuomi I. (2022). State of the art and practice in AI in education. European Journal of Education, Research, Development and Policy. 57(4), 542-570.
https://doi.org/10.1111/ejed.12533

Singh, A. (2025). Role of generative AI and deep learning in higher education.
https://doi.org/10.2139/ssrn.5193128

Stanford Generative AI policies
https://communitystandards.stanford.edu/generative-ai-policy-guidance

The University of Sydney AI in Education
https://canvas.sydney.edu.au/courses/51655

UCLA Guide for generative AI
https://teaching.ucla.edu/resources/ai_guidance/#toggle-id-1

Vanderbilt AI policies
https://as.vanderbilt.edu/gci-ai/syllabus-ai-policies/