



ATENEO DE MANILA UNIVERSITY

OFFICE OF THE ASSISTANT VICE PRESIDENT FOR UNDERGRADUATE EDUCATION

7 January 2025

TO: Department Chairs/Program Directors
Faculty and Formation Professionals
Department/Program Secretaries

FROM: (SGD) Josefina D. Hofileña, PhD
Assistant Vice President for Undergraduate Education

RE: Reminders on the Preparation and Uploading of Undergraduate Course Syllabi to AISIS for the Second Semester SY 2024–2025

As we prepare for the start of a new semester, please be reminded of the following matters that relate to the preparation and uploading of course syllabi to AISIS.

1. While it is expected that details of the class syllabus are uploaded on the class LMS, the syllabus must also be uploaded on AISIS. The syllabus on AISIS is the official syllabus of the class.
2. All class syllabi should be uploaded to AISIS before the start of the academic term. For the Second Semester SY 2024–2025, classes begin on Wednesday, 15 January 2025.
3. For activities and deadlines that may impact on class schedules and activities (e.g., load revision schedule, deadlines for academic processes, national and school holidays, etc.), instructors may refer to the [Academic Calendar](#) released by the Office of the University Registrar.
4. Instructors may access the syllabus template through this link:
<https://go.ateneo.edu/LSGuidetoOBE>.
5. Instructors are asked to include the following links in their syllabi:
 - a) [Higher Education Gender Policy](#)
 - b) [Code of Decorum and Administrative Rules on Sexual Harassment, Other Forms of Sexual Misconduct, and Inappropriate Behavior](#)
 - c) [Undergraduate Student Handbook, 2024 edition](#)



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6. Department Chairs/Program Directors are requested to review the uploaded syllabi, paying particular attention to the following:
- Course details (course catalog number, course title, course description, number of units, and prerequisites) should be consistent with what was approved by the Curriculum Committee.
 - The syllabus should state the expected number of learning hours per activity. These numbers are estimates, however, and students are responsible for monitoring their pace and for communicating promptly with their teachers if the estimates need to be revised.
 - The deadlines for all major course requirements must be indicated.
 - The schedule of onsite or synchronous class sessions must be specified.
 - For both (c) and (d) above, instructors may revise deadlines and schedules when unforeseen events occur (such as class cancellations due to the instructor's illness, natural calamities, etc.).
 - Provisions for switching to fully online learning in case of a change in Alert Levels or other similar circumstances
 - Grading System
 - Please ensure that the undergraduate grading system is found in the syllabus.
 - Include a transmutation table showing letter grades and their numerical or quality point equivalents, whichever is applicable to the course. Ensure that there are no overlaps in the numerical equivalents of the letter grades.
 - Class Policies should be consistent with our [Undergraduate General and Academic Regulations](#).
 - Instructors should include their **GAI Use Policy** in their syllabus, based on the recommended guidelines of the AdMU GenAI Task Force. Please find below a copy of the Task Force's [GAI Use Policy Guidelines and Template](#).¹
 - The Class Policies should also include clear expectations and policies on online communications between instructor and students, including turnaround time of feedback, appropriate language, and acceptable communication channels.
 - Instructors should set aside weekly consultation hours. Please see the [Faculty Manual, 2019 edition](#) (page 43) for the required number of consultation hours for full-time/part-time faculty.

¹AdMU GenAI Task Force. (2023, December 18). *Proposed AdMU Philosophy, Principles, and Policies on the Use of Generative Artificial Intelligence (GAI) for Learning, Research, and Teaching*.



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- l) The University-issued (i.e., official) email address of the instructor should be provided.
7. Department Chairs/Program Directors are requested to review the uploaded syllabi, paying particular attention to the following:
 - a) If, upon the department chair/program director's review, corrections/ revisions need to be made to a syllabus, the department chair/program director should inform the instructor to submit a revised syllabus.
 - b) To give time for the department chair/program director to thoroughly review all syllabi, the department/program may adopt an internal submission deadline that is earlier than the stated deadline.
8. Once the semester has begun, revisions to the syllabus require the written consent of the students. Once consent is given, the revised syllabus should be reposted on AISIS.

The procedure for uploading the syllabus to AISIS is as follows:

1. Faculty members upload a pdf copy of their course syllabi to AISIS (aisis.ateneo.edu) using their AISIS login credentials. Department/Program Secretaries are requested to assist those with difficulty in uploading their syllabi or transposing their hard copy-formatted syllabi into online form.
2. Department Chairs/Program Directors review the uploaded syllabi for completeness, accuracy, and consistency with undergraduate academic regulations.
3. If, upon the department chair/director's review, corrections/revisions need to be made to the syllabus, the department chair/program director should inform the faculty to submit a revised syllabus.
4. After reviewing the syllabi, Department Chairs/Program Directors signify their approval by posting these on AISIS.

For corrections/revisions to be made after the syllabus has been posted, the following procedure is to be followed:

1. Once the academic term has begun, revisions to the syllabus require the written consent of the students.
2. Once consent is given, the revised syllabus should be submitted to the Department Chair/Program Director, who then posts it after it has been reviewed.



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3. When the revised syllabus has been uploaded, the previous syllabus version can no longer be viewed on AISIS.
4. After the revised syllabus has been posted, the instructor should inform the class that the latest syllabus can already be viewed or downloaded from AISIS.

To assist in the monitoring of syllabi submissions, Deans and Assistants to the Deans can generate the Syllabus Status Report on *intraaisis*.

Thank you very much.

cc: Office of the Vice President for Higher Education
University Registrar
Deans of the Schools Offering Undergraduate Classes
Gokongwei Brothers School of Education and Learning Design
School of Humanities
John Gokongwei School of Management
School of Science and Engineering
Dr. Rosita G. Leong School of Social Sciences
Directors and Section Heads, Undergraduate Education Support Offices
Office of Admission and Aid
Office of Curriculum Development and Integration
Office of Student Affairs and Services (formerly the Office of the Associate Dean for Student Affairs)
Office of the Vice President for Mission Integration (for INTACT)
Asst. VP for Social and Environment Engagement for Development and Sustainability (for NSTP and ROTC)
Office of Social Concern and Involvement
Assistant Vice President for University Partnerships and Internationalization



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AdMU GenAI Task Force

Proposed AdMU Philosophy, Principles, and Policies on the Use of Generative Artificial Intelligence (GAI) for Learning, Research, and Teaching

18 December 2023

APPENDIX

GAI USE POLICY GUIDELINES AND TEMPLATE

The Cornell University Committee Report on Generative AI for Education and Pedagogy identifies three types of policies for GAI use²:

1. To **prohibit** GAI use in cases where it may impede or interfere with students developing foundational knowledge, skills, and understandings.
2. To **allow with explicit permission from faculty & proper disclosure by students** when GAI use is considered helpful. There is, however, a need for students to take responsibility for ensuring accurate content and correct citation.
3. To **encourage and integrate** GAI into the learning process in order to enhance learning: e.g., by focusing on higher-order thinking, exploring creative ideas, etc.

Below are some guidelines that AdMU's Task Force offers our schools and departments for their consideration as they draw up their own AI Use Policy for their students. Feel free to include—and revise—any of the following as you deem fit for your school's context and students' needs:

- **Instructor provides explicit permission and/or instructions on the use of GAI tools for assignments and/or assessments.** Some faculty may opt to give a blanket permission at the start of the term, ideally indicating this in the syllabus (cf. samples shown below and in the online resources listed from pp. 19-20). It may, however, be helpful to qualify this permission if it is to be given:

² From the Cornell University Committee Report on Generative AI for Education and Pedagogy, <https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>.



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- **Minimum:** Make explicit a prohibition against submission that is entirely or mostly generated from AI, and indicate the extent to which they are permitted to use the technology (e.g., only for editing, etc.);
- **Maximum:** Discourage students from using GAI as a thinking or learning *proxy* at any point in the learning process, and allow only for editing, checking, or critiquing. Since AI use in this manner cannot be monitored or policed, the most that the faculty can do is to draw up a social contract or an agreement with the class.³
- **Student discloses and cites AI tools used**, which may range from:
 - **Simple Citation of AI Use (Minimum):** Students are asked to give proper acknowledgement (which AI Tools have been used). See [Citation Format](#).⁴ If desired by the Faculty, students may also be requested to provide a general description of how these have been used should be submitted along with the work.
 - **Full Transparency and Disclosure (Maximum):** Any use of GAI tools, *including* for idea generation, is to be reported. Documentation of all the work done with GAI is to be submitted along with the student's work (e.g., screenshots, drafts of work, both original and altered by AI). Hence, a student needs to provide a copy of the entire exchange, highlighting the most relevant section (especially those included in final output).⁵

This set of principles and policies for individual work should also apply to group work. For example, no member should submit raw GAI output. For the final group submissions, each member is also expected to document how s/he has used AI and contributed to the group work.

³ It is important to note that apart from detecting the so-called AI hallucinations, it is impossible to prove that AI was used for an assignment with 100% certainty. AI detectors like GPTZero, or OpenAI's own detector very often give both false positives and false negatives, making them very unreliable. While it may be possible to detect use of AI through the professor's familiarity with each student's quality of work, it is very difficult to prove beyond any doubt that AI has been employed.

⁴ Currently, APA recommends that text generated from AI be formatted as "Personal Communication." As such, it receives an in-text citation but not an entry on the References list. **Rule:** (Communicator, personal communication, Month Date, Year). **Examples:** (OpenAI, personal communication, January 16, 2023). When asked to explain psychology's main schools of thought, OpenAI's ChatGPT's response included ... (personal communication, February 22, 2023).

⁵ Thanks to Priscilla Cruz of the English Department (SOH) for her suggestions.



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- **Instructor states the AI Use Policy for the course in the syllabus:** It is strongly recommended that one's policies should be explicitly and clearly articulated in the course syllabus: (a) whether the teacher *allows*—or *prohibits*—*some*—or *all*—uses of GAI tools and (b) what students are expected to do/submit in case of use. Students ought to be advised to consult faculty and clarify the GAI policies whenever necessary.

Here are some sample formulations from Harvard University, as adapted by Carnegie Mellon University:

- Students may not use GAI at all:

I expect that all work students submit for this course will be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your achievement of the learning objectives in this course. In instances when collaborative work is assigned, I expect for the submitted work to list all team members who participated. I specifically forbid the use of ChatGPT or any other generative artificial intelligence (AI) tools at all stages of the work process, including brainstorming. Deviations from these guidelines will be considered violations of CMU's academic integrity policy. Note that expectations for "plagiarism, cheating, and acceptable assistance" on student work may vary across your courses and instructors. Please ask me if you have questions regarding what is permissible and not for a particular course or assignment. [Adapted from Harvard University (<https://oue.fas.harvard.edu/ai-guidance>)]

- Students are fully encouraged to use GAI:

I encourage students to explore the use of generative artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by **the APA Style Guide**, including the specific version of the tool used. Submitted work should include the exact prompt used to generate the content as well as the AI's full response in an Appendix. Because AI generated content is *not* necessarily accurate or appropriate, it is each student's responsibility to assess the validity and applicability of any generative AI output that is submitted. You may not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. Deviations from these guidelines will be considered violations of **CMU's academic integrity policy**. Note that expectations for "plagiarism, cheating, and acceptable assistance" on student work may vary across your courses and instructors. Please email me if you have questions regarding what is permissible and not for a particular course or assignment [Adapted from Harvard University (<https://oue.fas.harvard.edu/ai-guidance>)]

- Students may use GAI only in some cases:

Certain assignments in this course will permit or even encourage the use of generative



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artificial intelligence (AI) tools, such as ChatGPT. When AI use is permissible, it will be clearly stated in the assignment prompt posted in Canvas. Otherwise, the default is that use of generative AI is disallowed. In assignments where generative AI tools are allowed, their use must be appropriately acknowledged and cited. For instance, if you generated the whole document through ChatGPT and edited it for accuracy, your submitted work would need to include a note such as “I generated this work through Chat GPT and edited the content for accuracy.” Paraphrasing or quoting smaller samples of AI generated content must be appropriately acknowledged and cited, following the guidelines established by the APA Style Guide. It is each student’s responsibility to assess the validity and applicability of any AI output that is submitted. You may not earn full credit if inaccurate or invalid information is found in your work. Deviations from the guidelines above will be considered violations of CMU’s academic integrity policy. Note that expectations for “plagiarism, cheating, and acceptable assistance” on student work may vary across your courses and instructors. Please email me if you have questions regarding what is permissible and not for a particular course or assignment. [Adapted from Harvard University (<https://oue.fas.harvard.edu/ai-guidance>)]

Other [helpful examples](#) of academic integrity policies have been compiled by Carnegie Mellon University.

- **Students submit a Certification of Authorship:** It is suggested that for major assignments/assessments, students provide a certification that may be worded in the following manner:

I hereby certify that the submission described in this document abides by the principles stipulated in the School’s Academic Integrity Policy. I further certify that I am the sole author of this submission and that any assistance I received in its preparation is fully acknowledged and disclosed in the documentation. I have also cited all sources from which I obtained data, ideas, words or images (either directly quoted or paraphrased) in my work. Sources are properly credited according to accepted standards for professional publication.⁶

- **If desired, students write a Metacognitive Reflection** (best submitted as an Appendix to student’s work): In addition to the above, students may attach a short reflection on their use of the technology. Because of the additional workload (both for students and faculty), this is best reserved only for major assessments (perhaps just for the final one) or at the end of the term. The reflection may touch on the following:
 - a. Which GAI tools were used (e.g., ChatGPT subscription version, etc.);
 - b. How and why these GAI tools were used (e.g., to stimulate thinking, to generate ideas, to improve turns of phrase, to check lines of argument, to create maps of

⁶ The sample here has been adapted from the Certification of Authorship of DISCS, SOSE.



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conceptual territory, to illustrate key concepts, to save time, to surmount writer's block, to handle mounting stress, to clarify prose, to translate text, to experiment for fun); and

- c. How the GAI tools helped, impeded, or altogether replaced human thinking and learning, and how they improve thinking and learning.

Additional Online Resources for AI Use Policies

If you wish, you may refer to the following list to see the responses of various higher education institutions:

Carnegie Mellon University. (n.d.). *Academic Integrity and Artificial Intelligence Tools*. Eberly Center for Teaching Excellence & Educational Innovation.

<https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html>

Cornell University. (n.d.). *CU Committee Report on Generative Artificial Intelligence in Education*. Cornell University Center for Teaching Innovation.

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>

Harvard Business School. (n.d.). *ChatGPT and AI*. Harvard Business School.

<https://www.hbs.edu/mba/handbook/standards-of-conduct/academic/Pages/chatgpt-and-ai.aspx>

Lucariello, Kate. (2023, Sept 27). University of Phoenix Releases Generative AI Philosophy and Academic Guidance. *Campus Technology*.

<https://campustechnology.com/articles/2023/09/27/university-of-phoenix-releases-generative-ai-philosophy-and-academic-guidance.aspx>

Montclair State University, Center for Faculty Development. (2023, Nov 30). *Practical Responses to ChatGPT*.

<https://www.montclair.edu/faculty-excellence/teaching-resources/clear-course-design/practical-responses-to-chat-gpt/>

Seneca Libraries. (2023, Dec 1). *APA Style Guide: Artificial Intelligence*. Seneca Polytechnic Library. <https://library.senecapolytechnic.ca/apa/artificialintelligence>



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Southworth, Jane et al. (2023). Developing a model for AI Across the curriculum: Transforming the higher education landscape via innovation in AI literacy. *Science Direct*, 4, 1-10pp.

<https://www.sciencedirect.com/science/article/pii/S2666920X23000061>

Stanford University. (n.d.). *Generative AI Policy Guidance*. Stanford University Community Standards. <https://communitystandards.stanford.edu/generative-ai-policy-guidance>

University of British Columbia. (2023, Sept 18). *ChatGPT FAQ*. Academic Integrity Office. <https://academicintegrity.ubc.ca/chatgpt-faq/>

University of Liverpool, Centre for Innovation in Education. (n.d.). *Generative Artificial Intelligence*.

<https://www.liverpool.ac.uk/centre-for-innovation-in-education/digital-education/generative-artificial-intelligence/>

University of Liverpool, Centre for Innovation in Education. (2023). *Acceptable and Unacceptable Use of Generative Artificial Intelligence: Guidance for Staff and Students*. University of Liverpool.

<https://www.liverpool.ac.uk/media/livacuk/centre-for-innovation-in-education/digital-education/generative-ai-teach-learn-assess/acceptable-unacceptable-use-gai-guidance-staff-students.pdf>

University of Phoenix. (2023, Sept 08). *New Generative AI Philosophy and Academic Guidance*. University of Phoenix Media Center.

<https://www.phoenix.edu/media-center/new-generative-ai-philosophy-and-academic-guidance.html>

University of Washington, Center for Teaching and Learning. (n.d.). *ChatGPT and other AI-based Tools*. <https://teaching.washington.edu/course-design/chatgpt/>

University of Wisconsin–Madison. (2023, Jul 6). *Generative AI at UW–Madison: Use Policies*. UW–Madison Information Technology.

<https://it.wisc.edu/generative-ai-uw-madison-use-policies/>