

Sheridan's AI Stoplight Guide

A Guide for Intentional AI Use in Teaching and Learning

The Sheridan Faculty AI Stoplight Guide supports faculty in aligning AI expectations with learning outcomes while promoting academic integrity, student learning, and responsible AI use.

This guide provides a semi-structured approach for **supporting the learning process and not replacing it** by making intentional decisions about how artificial intelligence can be used within their courses and assessments.

Step 1: Determine Your AI Zone

Before deciding whether AI is permitted, ask:

What skill am I actually assessing? The answer will help determine the appropriate AI zone.

- Independent thinking?
- Problem-solving?
- Creativity?
- Skill development?
- Reflection?
- Knowledge application?

 Green: AI permitted Definition Students may use AI to support learning, preparation, organization, accessibility, and other approved activities. Examples • Explaining concepts • Brainstorming ideas • Grammar and spelling checks • Creating study guides • Referencing and citation formatting • Accessibility supports (text-to-speech, simplification of language) • Organizing notes	 Yellow: AI permitted with disclosure Definition Students may use AI, but they must disclose how it was used and remain responsible for the thinking, decisions, and final submission. Examples • Drafting outlines • Generating practice questions • Debugging code • Role-playing interviews • Practicing presentations • Translating research • Receiving feedback on drafts • Socratic tutoring and guided questioning	 Red: Independent Student Work Definition Students must complete the work independently without the use of AI. Examples • Final reflective writing • Personal reflections • Final essay content • Clinical judgments • Diagnostic decisions • Final creative works • Live performances • Final presentations
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Student Responsibility AI use is permitted. Citation or disclosure is generally not required unless otherwise specified by the instructor. Sample Statement for Students Students may use AI tools to support preparation, organization, accessibility, and editing activities related to this assignment.	Student Responsibility AI use is permitted but must be disclosed using the Sheridan AI Acknowledgement Form. Students remain responsible for all submitted work. Sample Statement for Students Students may use AI tools to support the development of this assignment; however, all AI use must be disclosed, and students remain responsible for all submitted work.	- Mathematical reasoning and problem-solving processes - Demonstrations of competency Student Responsibility AI use is not permitted and ork must represent the student's own independent effort. Sample Statement for Students AI tools may not be used in the completion of this assignment. The work submitted must represent the student's own independent effort.
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Step 2: Faculty Reflection Questions

Before assigning a Green, Yellow, or Red designation, consider:

Learning Outcomes

- What learning outcome am I assessing?
- What evidence of learning do I need to see?

Student Learning

- Does AI support the learning process or replace it?
- Is the process more important than the final product?

Assessment Integrity

- Would AI use jeopardize the in the purpose of the assessment?
- How will I know students achieved the intended learning outcome?

Communication

- Have I clearly communicated expectations to students?
- Do students understand what AI use is permitted, restricted, or prohibited?

Common Examples by Activity Type

Activity Type	● Green – AI permitted	● Yellow – AI permitted with disclosure	● Red – Independent student work
Research	Finding sources, summarizing articles	Identifying gaps in literature	Generating original research findings
Writing	Checking Grammar and formatting support	Creating outlines, feedback on drafts	Writing final assessed content

Activity Type	● Green – AI permitted	● Yellow – AI permitted with disclosure	● Red – Independent student work
Coding	Formatting and syntax checks	Debugging and troubleshooting	Producing final assessed solutions
Presentations	Slide formatting and organization	Practice and rehearsal support	Delivering final presentation
Creative Work	Inspiration and idea generation	Concept exploration	Final creative artifact
Clinical Practice	Terminology review	Scenario simulations	Clinical judgments and treatment decisions
Mathematics	Organizing data and formatting tables	Explaining solution steps	Completing assessed calculations and interpretations
Professional Practice	Email drafting and networking support	Resume and interview coaching	Final reflective reports and evaluations

Using the Guide in Your Course

The Spotlight Guide is intended to support conversations about learning rather than police AI use.

Faculty may choose to apply different zones to different assessments, activities, or stages of a project. For example, AI may be encouraged during brainstorming (Green), permitted with disclosure during drafting (Yellow), and prohibited during final submission (Red).

The goal is to provide students with clear, transparent expectations while ensuring AI serves as a partner in learning rather than a replacement for learning.

Remember

This tool is a guide, not a set of rigid rules.

As the subject matter expert, you determine how AI aligns with your course outcomes, assessment strategies, and professional expectations.

When in doubt, ask: **"Does this use of AI support learning, or does it replace learning?"**

The answer will often point you to the appropriate zone.