OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

TRANSFORMING OKLAHOMA HIGHER EDUCATION WITH ARTIFICIAL INTELLIGENCE

Developed by the Oklahoma State Regents for Higher Education

INTRODUCTION

This guide provides recommendations for colleges and universities and is not law or regulation. It is intended to support institutions as they explore the potential applications of **Artificial Intelligence (AI)** in areas of:

▶ governance,

▶ operations, and

▶ pedagogy.

AI is constantly evolving. It involves computers or machines accomplishing tasks that are typically completed by humans. Generative AI is trained on datasets that enable content creation and task performance. The more we use AI, the more it masters the nuances of human language and improves its interaction with users.

PURPOSE OF THE GUIDE

As AI becomes increasingly integrated across various industries, it is essential for educators to adapt and prepare students for a future where AI is a key component of the workforce. This guide outlines the opportunities, challenges, and ethical considerations of AI in higher education, offering practical guidance for its implementation.

RELEVANCE TO OKLAHOMA HIGHER EDUCATION PROFESSIONALS

The integration of AI into higher education is vital as we prepare students for a workforce where AI is ubiquitous. Faculty have faced significant changes during the pandemic and now with the advent of Generative AI. They require support to adapt their pedagogical approaches to ensure curricula remain rigorous and relevant. Additionally, students must learn about the ethical use of AI in a safe educational setting before entering the workforce, where inappropriate use could lead to significant risks.

CONTRIBUTORS

The Oklahoma AI Impact in Higher Education Committee served as a primary contributor to this guide with a call to action that institutions must work together to ensure that our programs and operations remain current, relevant, and rigorous as we explore the role of AI in the classroom.

> *AI capabilities and applications in education and business are evolving quickly, and Oklahoma public higher education is at the forefront of this changing landscape. Ours was the first system in the nation to establish a statewide committee focused on AI impacts in higher education. The goal is to equip our institutions to remain on the leading edge of the AI field and produce the skilled graduates required to meet our state's current and future AI workforce needs.*
>
> *Chancellor Allison D. Garrett*

GUIDANCE AND CONSIDERATIONS

This guide is structured to cover the following sections:

1. Understanding Artificial Intelligence
2. AI Opportunities, Challenges, and Applications for Higher Education
3. Ethical and Legal Considerations
4. Professional Development and Training
5. Strategic Planning for AI Integration

1. UNDERSTANDING ARTIFICIAL INTELLIGENCE

DEFINE KEY CONCEPTS

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines. Key concepts include machine learning, deep learning, natural language processing, and generative AI. Understanding these terms is crucial for grasping how AI can be applied in educational settings.

> *AI is reshaping every aspect of our lives, especially academics. I'm proud of the Board of Regents for ensuring Oklahoma's higher ed students do more than just keep pace. They'll lead the AI revolution.*
>
> *Gov. Kevin Stitt*

RECOGNIZE HISTORICAL CONTEXT

AI has evolved from simple rule-based systems to complex models capable of learning and adapting. This evolution has accelerated in recent years, leading to the development of advanced AI applications that are now being integrated into various sectors, including education.

> *Given its transformative impact on business operations, AI is rapidly emerging as a vital employment sector. New career opportunities in areas like machine learning, data science, robotics, and AI ethics are driving demand for AI expertise, and Oklahoma's state system colleges and universities are answering the call.*
>
> *State Regent Jack Sherry*

REALIZE THE CURRENT STATE OF AI

AI technologies today have evolved from simple virtual assistants like chatbots to sophisticated systems that can perform complex tasks such as data analysis and predictive modeling. In education, AI is being used to enhance learning experiences, streamline administrative tasks, and support research efforts.

> *AI is going to create pathways for every student to have a personalized education. Students deserve a dynamic educational environment where everyone can realize their potential. I'm excited that university students will now have the opportunity to take a deeper look at AI and all of its applications here in Oklahoma.*
>
> *Secretary of Education Nellie Sanders*

2. AI OPPORTUNITIES, CHALLENGES, APPLICATIONS FOR HIGHER EDUCATION

UNPACK OPPORTUNITIES FOR AI USES IN EDUCATION

AI offers numerous benefits in education, including:

- ► **Enhanced Learning Experiences:** AI tools provide personalized learning paths and support for students with diverse needs, including those with disabilities and/or language barriers.
- ► **Administrative Efficiencies:** AI can automate routine tasks, reducing the workload for educators and administrators.
- ► **Creative Support for Faculty:** AI assists in brainstorming, project creation, and generating case scenarios, enhancing active learning in classrooms.

> *AI can support "universal design" in accessible learning, making it easier to offer curriculum in various formats, such as text, video, and alternative formats.*
>
> *Dr. Sarah Wyatt, Tulsa Higher Education Consortium*

How can and should students use AI?

Institutions like Oklahoma State University recognize the need for balance in helping students understand how and when to use AI. In 2023, OSU launched the guide *Leveraging AI Tools Responsibly: Strategies for University Students*[1], which provides helpful guidance, including:

- ► AI can be a collaboration tool to refine ideas, gain new perspectives, or augment thoughts.
- ► AI can serve as a catalyst for critical thinking but not replace cognitive engagement.
- ► AI tools are not a replacement for knowledge, critical thinking, or originality in academic work.
- ► AI can enhance self-directed learning, improve productivity, and offer subject-area guidance and tutorials.
- ► AI can summarize ideas from papers, generate quotes, and provide annotated bibliographies.
- ► Students should verify accuracy of generated information and citations.
- ► Students should be equipped to select tools that protect their data and privacy.

---

[1] Student Artificial Intelligence Support | Oklahoma State University (okstate.edu)

How can and should faculty use AI?

Below are examples of faculty use cases for AI described by José Antonio Bowen and C. Edward Watson, with additional ideas contributed by the Oklahoma AI Impact Committee and organized by context with basic prompts.[2] Faculty can apply AI in areas including:

Course Design

► Provide me with three sample policies I might include on my syllabus regarding how AI might be used by students in my course.

► How could I make this syllabus/assignment more aligned with my learning outcomes?

► Can you write alt text for this image?

Content and Pedagogy

► Find me five relevant videos appropriate for college students about A that are B minutes in length and give me a 75-word summary for each that includes its content, reliability, and source.

► Provide five ideas for how to introduce college students at X university to topic Y using examples or analogies they will find relevant.

Grading

► Create a rubric in table form to assess the learning in this assignment using these learning outcomes. List criteria in the first column and then provide descriptions in subsequent columns for poor, fair, good, and excellent performance.

► Provide grades and feedback for these essays. Use my rubric, previously graded essays and samples of my feedback to calibrate your feedback to write and grade in my voice.

Assessment and Accreditation

► Evaluate these essays using rubric A and assess what percent of essays meet the B standard.

► Write my departmental accreditation report using these formats, guidelines, and data.

Research

► Create a literature search/bibliography/list of articles on topic A, using methodology B, with sample size C that disputes claim D. (Consensus and Elicit are examples of AI that search only the published articles in the Semantic Scholar database to give you verifiable results.)

► Who are the other major figures in this field who might be potential reviewers of this article? What work of theirs should I be sure to cite?

Grant Writing

► Read these emails/strategic goals and advise me how to make my funding request more compelling to my provost.

► Transform this research brief into a compelling proposal for the X foundation using its format and guidelines.

Job Search

► Pretend you are faculty member X on this search committee for a new dean. Read the uploaded position description, my cover letter, and CV. How might the committee or X react to my materials? List missing elements and suggest ways for me to improve my application.

► Act like professor Y on this search committee. Help me prepare for my interview by using the attached materials and ask me a series of potential questions that will challenge me. Include questions with inaccurate information and require me to correct you with real data.

Student Support

► Write a reference letter for student A using these materials. Begin by reading my previous letters and describing the elements of my voice and form.

► Act like student X using these details and context. Help me practice for a conversation with X about Z.

Administration

► Produce three spreadsheets with three different versions of the department schedule using this data on faculty preferences, room availability, student demand, and X.

► Write a kind and personal 75-word letter of rejection for authors whose manuscript has been rejected by the Journal of X.

[2] Teaching with AI: A Practical Guide to a New Era of Human Learning | AAC&U (aacu.org)

How can and should administrators use AI?

AI offers opportunities for efficiency, personalization, and data-driven decision-making across all areas of administration. Institutions like Cornell University[3] have developed institutional task forces to realize the diverse ways AI tools can be applied to:

Automate Routine Tasks

► **Chatbots and virtual assistants** can handle routine inquiries from students, faculty, and staff such as answering questions about registration, deadlines, or campus services.

Communications and Marketing

► **Personalized messaging** can be done at scale to reach your stakeholders at the right time and in the most effective way.

► **Translation services** can be made more accessible and integrated across communications and platforms.

Data Analysis and Reporting

► **Predictive analytics** can leverage AI to help analyze large datasets to evaluate student success and engagement, helping staff to focus on outreach to those most at risk. Other uses might include generating reports of student demographics, course performance, and enrollment trends.

► **Strategic planning** can leverage AI to create scenario-based approaches for project planning, resource allocation, program development, and enrollment management.

Admissions and Recruitment

► **Application reviews** can be streamlined with AI by automating initial reviews, sorting candidates based upon defined criteria, and generating summary reports for review by admissions officers.

► **Targeted marketing** is more possible with AI used to generate personalized recruitment materials and marketing campaigns to target specific student demographics, regions, or other outcomes.

Resource Allocation and Budgeting

► **Budget planning** can be enhanced with AI insights to account for projected needs and historical data.

► **Grant writing** can become expedited with AI-assisted evaluation of funding criteria and organizational goals.

Compliance and Accreditation

► **Report generation** with AI can automate processes like compliance and accreditation by offering analysis of standards.

► **Policy reviews** can leverage AI to review and suggest updates to meet changes in laws, regulations, or institutional goals.

CONFRONT THE CHALLENGES

While the benefits are numerous, AI presents several challenges to keep in mind for any user:

► **Ethical Implications:** The balance between AI and human interaction is critical. AI should not replace the human element in education, especially in areas requiring sensitivity and empathy. We endorse a **human-in-the-loop approach** to AI integration.

► **Ensuring Educational Achievement:** Overreliance on Generative AI could hinder student learning if they bypass key skill development by having Generative AI do the work for them (Bastani et al., 2024).

► **Data Privacy and Security:** Protecting student data is paramount. Institutions must ensure that AI systems comply with legal standards and that student data remains secure.

► **Bias and Access:** Ensuring equitable access to AI tools is crucial. Additionally, AI systems must be monitored for biases that could disadvantage certain groups of students.

> *A core tension has emerged: Many teachers want to keep AI out of our classrooms, but also know that future workplaces may demand AI literacy.*
>
> *What we call cheating, business could see as efficiency and progress.*
>
> *The complexities, opportunities and decisions that lie between banning AI and teaching AI are significant.*
>
> *It is increasingly likely that using AI will emerge as an essential skill for students, regardless of their career ambitions, and that action is required of educational institutions as a result.*
>
> *Integrating AI into the curriculum will require change. The best starting point is a better understanding of what AI literacy looks like in our current landscape.*
>
> *C. Edward Watson and José Antonio Bowen, The Hechinger Report (2024)*

---

[3] Generative AI in Administration Task Force Report (January 2024) | IT@Cornell

INTEGRATE AI IN ACADEMIC PROGRAMS

Create New Academic Programs

In May 2024, the Oklahoma State Regents for Higher Education approved artificial intelligence (AI) degree programs at Rose State College, Southwestern Oklahoma State University and the University of Oklahoma. The programs are the first undergraduate AI degrees offered in the state.

> *These degree programs are a great leap forward in our commitment to innovation in education and will position Oklahoma to be a leader in AI. AI is reshaping every aspect of our lives, especially academics. I'm proud of the Board of Regents for ensuring Oklahoma's higher ed students do more than just keep pace. They'll lead the AI revolution.*
>
> *Gov. Kevin Stitt*

Growing demand for AI programs is fueled by the widespread adoption of machine learning technology across various industries, including health care, finance, manufacturing, and aerospace. In Oklahoma, more than 19,000 jobs currently require AI skills, with median annual earnings of nearly $106,000. The number of AI-related positions in our state is expected to increase 21% over the next 10 years.

Integrate AI Competencies Into Existing Programs

Integration of AI knowledge, skills, and abilities across all disciplines is essential to prepare students for the future workforce, where AI will increasingly influence every industry. Through this approach, learners are able to enhance critical thinking and problem-solving while applying this new innovation to their own subject area.

Offer Upskilling Opportunities to Lifelong Learners

Offering short-term, skill-specific programs through UpskillOK is another way Oklahoma colleges and universities can serve learners. Individuals, even those who have already earned a college degree, need opportunities to acquire up-to-date skills that can be immediately applied in the workforce. Micro-credentials will also offer learners a better chance to stay competitive, pivot in their careers, and continually upgrade their expertise in a dynamic job market.

3. ETHICAL AND LEGAL CONSIDERATIONS

ESTABLISH ETHICAL FRAMEWORKS FOR AI IN EDUCATION

AI should be used ethically, with clear guidelines for its application. Faculty at The University of Tulsa allow varying levels of AI usage, depending on the course. This flexibility is essential for maintaining academic integrity while leveraging AI's benefits.

PROTECT DATA PRIVACY AND SECURITY

Protecting student data is critical. Institutions must ensure that AI systems are FERPA compliant and that data ownership is maintained by the institution, not the vendor.

MONITOR INCLUSION AND BIAS

Ensuring access to AI technologies is crucial. Faculty must also be aware of biases in AI systems and educate students on these issues to foster AI literacy. In addition to educating students, they should be mindful of how bias may also occur if using Generative AI for substantive interactions, such as to grade or write letters of recommendation for students.

4. PROFESSIONAL DEVELOPMENT AND TRAINING

DEVELOP SKILLS AND KNOWLEDGE FOR EDUCATORS

Educators need to develop competencies in areas like prompt engineering, AI literacy, and ethical implications of AI use. Continuous professional development is essential to keep pace with the rapidly evolving AI landscape. Whether a free resource or one that is customized for an institution, opportunities abound. Here are some innovative approaches from across the Oklahoma State System of Higher Education:

Oklahoma City Community College Inaugural AI in Education Symposium

OCCC and POIETO hosted an inaugural Responsible AI in Education Symposium in spring 2024.

The one-day event united leaders and learners to explore the ethical and inclusive adoption of AI in higher education, and all participants are eligible to earn a micro-credential in AI for Higher Education Professionals from OCCC as part of the college's commitment to workforce training and professional development.

Northeastern Oklahoma A&M College 2024-25 AI Campaign

NEO has initiated a campuswide campaign for AI in the 2024-25 academic year. A keynote presenter will visit the campus in August, followed by initiation of a micro-credential for faculty to be facilitated through Innovative Educators. NEO will also incorporate a student AI module in its first-year experience courses for this academic year.

University of Central Oklahoma AI Basics for Faculty Micro-credential

UCO launched the AI Basics for Faculty program in 2024. This self-paced micro-credential aims to provide educators with a comprehensive understanding of Large Language Models (LLMs), generative AI, and the concerns around AI detection tools, as well as how these technologies can be effectively integrated into various educational contexts.

Participants will explore practical strategies for adapting assignments, enhancing student engagement, and fostering AI literacy within their classrooms. For more information, visit https://www.uco.edu/programs/microcredentials/ai-basics-faculty.

University of Oklahoma, Norman Campus

The Center for Faculty Excellence at OU-Norman offers a robust, online asynchronous module for OU faculty, which includes:

► Sample syllabi policies with options to prohibit, allow, or regulate Generative AI classes
► Guidance on how to talk with students about Generative AI
► Activities to help instructors test assignments using different Generative AI models
► Strategies to minimize Generative AI misuse
► Strategies to incorporate Generative AI into assignments
► How instructors can use Generative AI to assist in syllabus and course design and in the creation of course materials and rubrics

The resources developed in the online module were informed by responses to a survey conducted in spring 2024 by the provost's Generative AI Task Force.

A synchronous teaching workshop is also offered for OU faculty to foster cross-disciplinary discussion about Generative AI, as is a writing workshop for faculty to see how they can incorporate Generative AI in their own work.

The Symposium on Learning, Assessment and Teaching Excellence in September 2024, hosted by the Office of Academic Integrity and the Center for Faculty Excellence, offers faculty and staff professional development sessions on Generative AI and assessment.

Information Technology houses additional resources available to the campus community on Generative AI.

Tulsa Community College Generative AI Library Guide

TCC has launched a libguide resource to provide its community with information about generative AI. The information is consistently updated and provides examples of uses, academic policies developed by the college, instructional strategies, and news about the technology. For more information, visit https://guides.library.tulsacc.edu/AI.

5. STRATEGIC PLANNING FOR AI INTEGRATION

DEVELOP AN AI STRATEGY

Institutions should establish AI strategies that are broad and adaptable. Form a diverse task force to tailor AI initiatives to the specific needs of the institution. Consider established campus policies and changes that will need to be made to account for this innovation.

IMPLEMENT AND EVALUATE

Effective implementation requires careful planning and ongoing evaluation of AI's impact on both educational outcomes and administrative efficiency. Interdisciplinary committees and task forces help bridge gaps in knowledge and create paths forward.

WATCH FOR EMERGING AI TECHNOLOGIES

This section explores cutting-edge AI developments that are likely to shape the future of higher education, such as AI-driven course design and virtual teaching assistants. Piloting AI tools on your campus could help stakeholders better understand potential benefits and challenges.

GUIDE FUTURE TRENDS IN AI AND EDUCATION

Predictions for the next decade include the widespread use of AI agents for repetitive cognitive tasks, transforming the roles of educators and administrators. Keep abreast of guidance issued by:

- ► Institutional and program accreditors
- ► Disciplinary associations and societies
- ► Industry associations
- ► Other educational and regulatory bodies

IN CONCLUSION

Oklahoma higher education professionals and learners are encouraged to proactively engage with AI, ensuring that its integration enhances educational outcomes while upholding ethical standards.

APPENDICES

GLOSSARY OF AI TERMS

Microsoft has identified 10 key terms AI users should know:

1. **Artificial Intelligence (AI):** A super-smart computer system that mimics human tasks, like understanding language or making decisions.
2. **Machine Learning:** A method where computers learn from data to recognize patterns and make predictions.
3. **Large Language Models (LLMs):** AI systems that understand and generate human-like language.
4. **Generative AI:** AI that creates new content, like text, images, or music.
5. **Hallucinations:** Mistakes made by AI when it generates inaccurate or false information.
6. **Responsible AI:** Ensuring AI systems are safe, fair, and unbiased.
7. **Multimodal Models:** AI that can process and combine different types of data, like text and images.
8. **Prompts:** Instructions given to AI to perform tasks.
9. **Copilots:** AI assistants that help users with tasks like writing or coding.
10. **Plugins:** Tools that extend AI capabilities by connecting them to other software or services.

For more in-depth explanation of these terms, visit https://news.microsoft.com/10-ai-terms/.

WCET AI Policy and Practice Framework for Higher Education

AI has the power to transform higher education in areas not only related to teaching and learning, but also operationally, all of which requires governance. In 2023, WCET released the AI Education Policy & Practice Ecosystem Framework[4], which addresses the multifaceted implications of AI integration and offers guidance for potential areas of policy development for higher education.

The framework addresses **governance, operations, and pedagogy** with a focus across all three areas on **ethical and responsible use of AI.**

ETHICAL AND RESPONSIBLE USE OF AI

According to WCET, "All policy decisions at colleges and universities should be grounded in ethical considerations of AI. Doing so ensures the most effective and responsible use of these technologies and ensures that we teach the best use of those technologies. It is often institutional administrators who lead this work. Not developing and implementing AI policies within the context of ethical considerations opens up the institution — and thus its leaders — to, at best, inefficient use of resources that often include funds from taxpayers, and, at worst, serious breaches of privacy, security, transparency, and equity."[5]

Figure 1. AI Education Policy and Practice Ecosystem Framework from WCET

---

[4] AI Education Policy & Practice Ecosystem Framework is Licensed CC BY-NC-SA 4.0 by WCET https://wcet.wiche.edu/resources/ai-education-policy-practice-ecosystem-framework/

[5] Sebesta, J., and Davis, V. L. (2023, December). AI Policies & Practices Toolkit https://wcet.wiche.edu/resources/ai-practices-and-policies-toolkit

GOVERNANCE

In 2024, Educause reported in a study that only 11% of respondents said that nobody at their institution is working on AI-related strategy, yet the primary motivators for doing so were the rise of student use of AI in courses and the risks of inappropriate use of AI.[6] Senior leaders can work together to initiate policies and explore practices surrounding the use of AI in a way that aligns with their institution's mission and vision, including among the following areas:

- ► Data governance (privacy, security, transparency, accountability)
- ► Evaluation of AI use across the institution
- ► Promoting and monitoring faculty and staff use of AI, including research
- ► Inclusive, equitable access
- ► Intellectual property[7]
- ► AI use in promotion, tenure, and reappointment processes

OPERATIONS

Institutions are now charged with incorporating AI within multiple areas of operations that impact all campus stakeholders. Targeted training programs can equip users with essential AI skills but are best accompanied with institutionally supported infrastructure and encouragement of adoption by dedicated committees or task forces.

- ► Professional development
- ► Developing and maintaining infrastructure for AI
- ► Review and recommend AI implementation to improve operational practices

PEDAGOGY

AI continues to transform teaching and learning across higher education institutions. Faculty across all disciplines must now rethink how to address key areas like assessment of learning outcomes and academic integrity, in addition to adoption of new learning outcomes to prepare students for the workforce. In an April 2024 op-ed, Jose Antonio Bowen and C. Edward Watson discussed ways AI can free up faculty time to focus on the teaching and relationship-building that matters most. As encountered with such innovations as "the abacus, thesaurus, and computers have all provided aids to human thinking, but none of them replaced the educational priorities of questioning assumptions and asking better questions. AI will change how humans think and has the potential to strengthen the ways we interact. Like the internet, it will change some of the skills we need, but it won't change the need for thinking *with* this new technology.

- ► Academic integrity
- ► Assessment practices
- ► Clear communication to students regarding AI expectations
- ► Development of student AI competencies and skills/workforce preparation
- ► Understanding of algorithmic biases
- ► Regular and substantive interaction
- ► Learner accessibility

---

[6] Jenay Robert. *2024 EDUCAUSE AI Landscape Study*. Research report. Boulder, CO: EDUCAUSE, February 2024.

[7] Copyright and Artificial Intelligence | U.S. Copyright Office

OKLAHOMA RESOURCES

GOOGLE AI ESSENTIALS CERTIFICATE
In 2024, the state of Oklahoma partnered with Google to offer the AI Essentials Certificate program free to all Oklahomans. The program offers five modules of self-paced online learning, which include:

1. Intro to AI
2. Maximize Productivity With AI Tools
3. Discover the Art of Prompt Engineering
4. Use AI Responsibly
5. Stay Ahead of the AI Curve

Google AI Essentials Certificate (Free for Oklahomans)

UPSKILLOK: CAREER-FOCUSED CREDENTIALS
Oklahoma public colleges and universities offer short-term, adult-friendly micro-credential programs, which include offerings focused on AI. For more information, visit UpskillOK.org/.

OKLAHOMA AI IMPACT IN HIGHER EDUCATION COMMITTEE
In May 2023, Oklahoma was one of the first states to establish a systemwide committee to study the impact of artificial intelligence (AI) across the scope of higher education. Our 35+ members include professionals from diverse areas of institutions and the state itself, each bringing unique perspectives to the table. The committee seeks to inform their own institutions' policies and practices with respect to governance, operational, and pedagogical approaches to AI.

For more information about the committee, visit The AI Impact in Higher Education Committee — Online Consortium of Oklahoma (ocolearnok.org).

OKLAHOMA AI RESOURCES DIRECTORY PROJECT
The AI Resource Directory was established in spring 2024 to provide a portal for individuals to find and share helpful information. Using the AI Policy and Practice Framework published by WCET in 2023, any individual can submit new resources for review and view those that have already been published.

- ► All Resources
- ► Governance Resources
- ► Operations Resources
- ► Pedagogy Resources
- ► Submit a Resource

OKLAHOMA HIGHER ED AI CASE STUDIES PROJECT
We invite educators and institutions to share successes, challenges, and insights through case studies. Submissions must include:

- ► Overview: Provide a brief description of your AI project or initiative.
- ► Objectives: Outline the goals and desired outcomes.
- ► Implementation: Describe the steps taken to integrate AI.
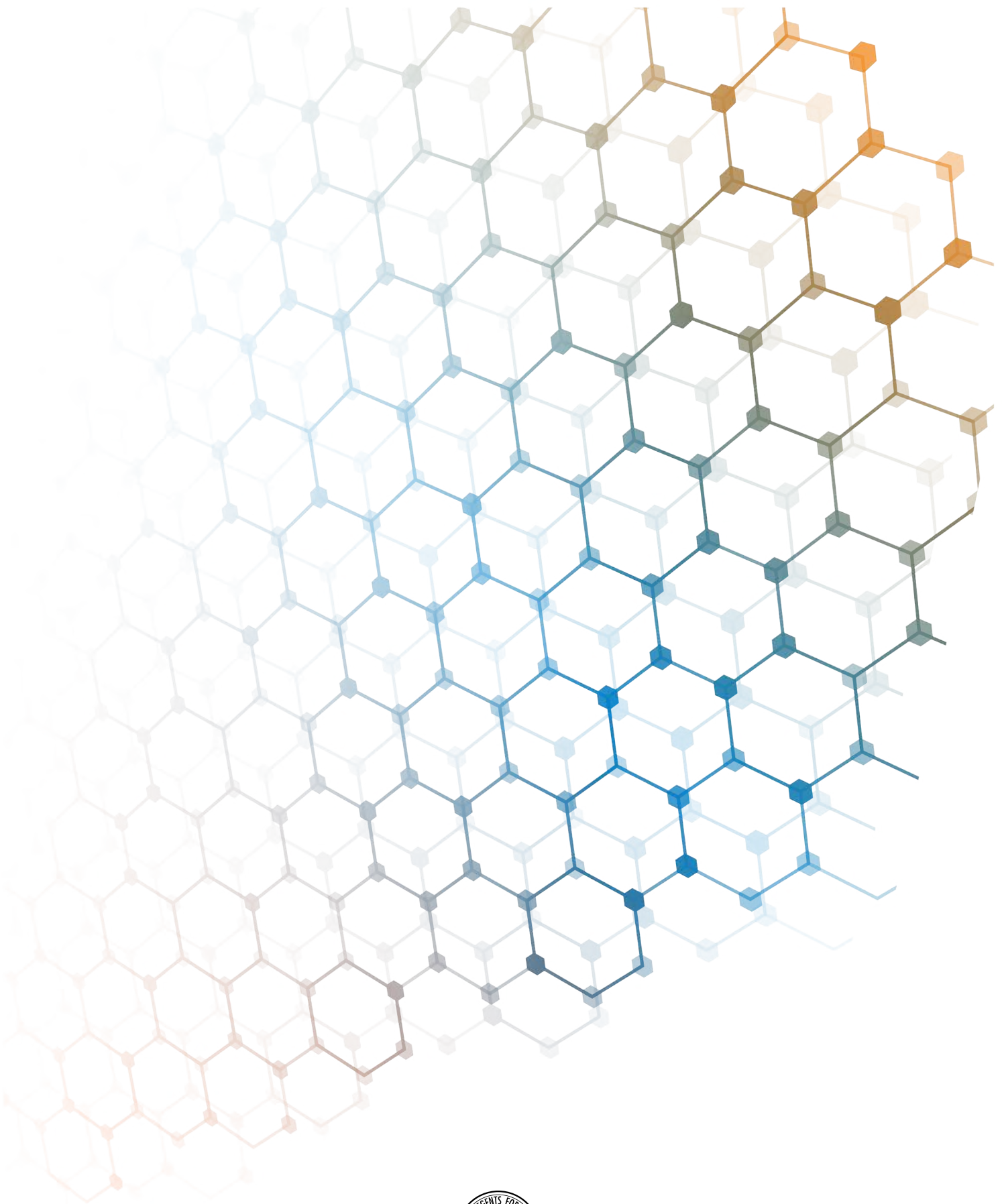- ► Results: Share the outcomes, lessons learned, and future plans.

Contributions will be featured on our website and the AI Impact Committee may contact authors for guest speaker opportunities.

Submit a Case Study

REFERENCES

Further reading and resources are listed for those interested in deeper exploration of AI in education.

- ► 2024 EDUCAUSE AI Landscape Study | EDUCAUSE
- ► Student Artificial Intelligence Support | Oklahoma State University (okstate.edu)
- ► Generative AI in Administration Task Force Report (January 2024) | IT@Cornell
- ► Microsoft Source: 10 AI terms everyone should know | 10 AI terms
- ► Glossary of Artificial Intelligence Terms for Educators | CIRCLS
- ► Use of Generative AI for Administrative Purposes at WVU | Information Technology Services | West Virginia University
- ► Guidance and Considerations for Artificial Intelligence in Oklahoma Schools from the Oklahoma State Department of Education
- ► Task Force Emerging Technologies AI Strategy for State Agencies in OK.pdf (oklahoma.gov)
- ► Introduction to the AI Guide for Government | GSA-IT Modernization Centers of Excellence
- ► Copyright and Artificial Intelligence, Part 1 Digital Replicas Report
- ► Teaching with AI: A Practical Guide to a New Era of Human Learning | AAC&U (aacu.org)
- ► Course Modules: AI in Teaching and Learning at OSU (oregonstate.edu)