



Board of Trustees

Committee on Academic and Student Affairs

Wednesday, January 25, 2023

11:00 AM - 1:00 PM

UW Conference Center

Salon C

Table of Contents:

- Agenda..... Page 3
- Name Change: BSFC Degree NamePage 4
- Notice of Intent: Bachelor of Science in Applied Software Development.....Page 12
- Student Success Mini-Grant Update.....Page 16
- New Degree Program Progress Report.....Page 17
- Saddle Up 2023 Schedule.....Page 18
- Supplemental topic: ChatGPT.....Page 19

Board of Trustees
Committee on Academic and Student Affairs
January 25, 2023
11:00 AM - 1:00 PM
UW Conference Center - Salon C

AGENDA

1. Consideration and Action: Name Change: Name Change from BSFC in Family and Consumer Sciences to BS in Design, Merchandising and Textiles; BS in Human Development and Family Sciences; BS in Human Nutrition and Food (*Carman/Turpen*)
2. Consideration and Action: Notice of Intent: Bachelor of Science in Applied Software Development (*Carman/Barrett/Allen*)
3. Information and Discussion: Student Success Mini-Grant update (*Carman/Chestnut/Courtney*)
4. Information and Discussion: Discussion with College of Health Sciences (*Sullivan/Warren*)
5. Information and Discussion: New Degree Program Progress Report (*Carman*)
6. Information and Discussion: Saddle Up 2023 Schedule (*Alexander/Courtney*)
7. Information and Discussion: Introduction and discussion with Vice Provost Matt Griswold and Vice President Zebadiah Hall (*Sullivan*)

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Program Name Change-Family and Consumer Sciences degree programs name change-Wade/Barrett

- PUBLIC SESSION
- EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
- No

FOR FULL BOARD CONSIDERATION:

- Yes
[Note: If yes, materials will also be included in the full UW Board of Trustee report.]
- No

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

The department of Family and Consumer Sciences (FCS) currently offers one degree (BSFC in Family and Consumer Sciences) with three main program options. Feedback from our students, alumni, previous and current administrators, and accrediting bodies (including ACEND and NASAD) have indicated that 1) this structure is confusing for students, 2) decreases the visibility of our programs, and 3) can impede post-graduation employment success, as the degree title does not identify the student's area of expertise. Although FCS will continue to demonstrate the critical integration of our units through joint coursework, research and experiential learning opportunities, it is clear that if the name on the degree awarded matches the specific content area mastered, it will benefit our students and align with accreditation expectations.

The proposal is to take the current three program options provided through FCS and award them as individual degrees. Thus instead of one generic BSFC in Family and Consumer Sciences with three program options (i.e., Design, Merchandising and Textiles, Human Development and Family Sciences, or Human Nutrition and Food), students will instead receive a BS degree in their specific field (i.e., Design, Merchandising and Textiles, Human Development and Family Sciences, or Human Nutrition and Food). There are no proposed curricular changes with this proposal.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

A change in program and degree requires Board of Trustees approval.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Recommend approval of the proposed name changes to BS in Design, Merchandising and Textiles; BS in Human Development and Family Sciences, and BS in Human Nutrition and Food.

PROPOSED MOTION:

"I move to approve the name changes of the Family and Consumer Sciences degree programs to BS in Design, Merchandising and Textiles; BS in Human Development and Family Sciences, and BS in Human Nutrition and Food.



**Existing College, Department, Degree Program Change Request
Title Change, Degree Designation, or CIP Change**

Directions: Complete this form and proposal template to request a change to the title (name) of an existing college, department, or degree program or to request a change to the Classification of Instructional Programs (CIP) code of an existing degree program. The degree program must already be on an institution's program inventory.

- A degree program title consists of the following two parts:
 1. Degree designation, such as Bachelor of Science (BS), Master of Arts (MA), or Doctor of Philosophy (PhD); and,
 2. name of the discipline, such as History, Mechanical Engineering, or Zoology.
- The Classification of Instructional Programs (CIP) is the taxonomic coding scheme used for instructional programs in higher education. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The academic unit should consult with the Office of the Registrar and Office of Institutional Analysis prior to submitting the proposal to determine whether a change to the CIP code used to classify the program is recommended. For more information, visit [CIP Code Information](#).

Process:

1. Faculty of the unit develop a rationale for the change.
2. The dean of the academic unit approves the rationale and change and submits the proposal to the Provost.
3. The Provost routes the proposal to the Faculty Senate for consideration by the Graduate Council or Academic Planning Committee.
4. The Provost approves the rationale and change.
5. The Provost reports the proposal to the Academic and Student Affairs Committee of the Board of Trustees.
6. The Board's Academic and Student Affairs Committee recommends the change to the full Board of Trustees for consideration and action.
7. The proposers hold an implementation meeting with the Registrar, Admissions, OIA, and Advising Managers, and other appropriate units to implement the change. Implementation meetings gather people from all of the units that will take part in ensuring a new or restructured academic program runs smoothly.

Request for a change to the title (name) of an existing college, department, or program

Guidance: Name and identity are closely related. A “brand” as represented by the name has value and so careful planning for a name or designation change is a worthwhile investment. Academic entities with a long history and many alumni and past employees may find that these groups express strong attachment to the existing name. Thus, the rationale for the name change should be made with full consideration for the impact on the historic connections and with a view to the long-term future. New names should be designed to reflect the nature of the entity for many years to come. Ideally, consultation with and support from the entity’s students in course and alumni should be evident in the proposal.

The academic entity should also demonstrate that they have consulted with other colleges and departments on campus that may be impacted by the change. Additionally, they should demonstrate they have discussed the change with their Wyoming community college colleagues.

Names that narrow the scope or reflect short-term sub-areas or trends in research tools or methodology should be avoided. Proposals should be explicit about all the academic programs and structures that are included in a name change request. For example, list all departments, majors, degrees, certificates, centers, subject listings, minors or other academic elements that are included in the request.

Some common justifications for a change in name or CIP code are that the new name more accurately reflects the academic entity than the old name; that the activities of the faculty and the training they offer are more accurately reflected by the new name; and that the name of the discipline has changed and consequently the major should be renamed to reflect this change in the discipline.

Administrative Information

Complete all info in this box, and then complete the appropriate request on p. 4 or 5

1. Proposing Unit: Family and Consumer Sciences

2. Current College, Department, or Degree Program Title – *Current official name of the college, department, or degree program (e.g., College of Business, Department of Botany, Bachelor of Business Administration degree with a major in Accounting, etc.):*

- BSFC in Family and Consumer Sciences, with program options in:
 - Design, Merchandising and Textiles
 - Human Development and Family Sciences
 - Human Nutrition and Food

3. If Degree Program change, Current Degree Program CIP Code: 19.0101

4. Contact Person: *Provide contact information for the person who can answer specific questions about the degree program and change proposal.*

Name: Christine Wade

Title: Department Head, Associate Professor

E-mail: cwade@uwyo.edu

Phone: 766-4145

Request for Change in Degree Program Title

Current Degree Program Title:

- BSFC in Family and Consumer Sciences, with program options in:
 - o Design, Merchandising and Textiles
 - o Human Development and Family Sciences
 - o Human Nutrition and Food

Proposed Degree Program Title:

- BS in Design, Merchandising and Textiles
- BS in Human Development and Family Sciences
- BS in Human Nutrition and Food

Proposed Implementation Date (MM/DD/YYYY): 08/01/2023

Reason for Change:

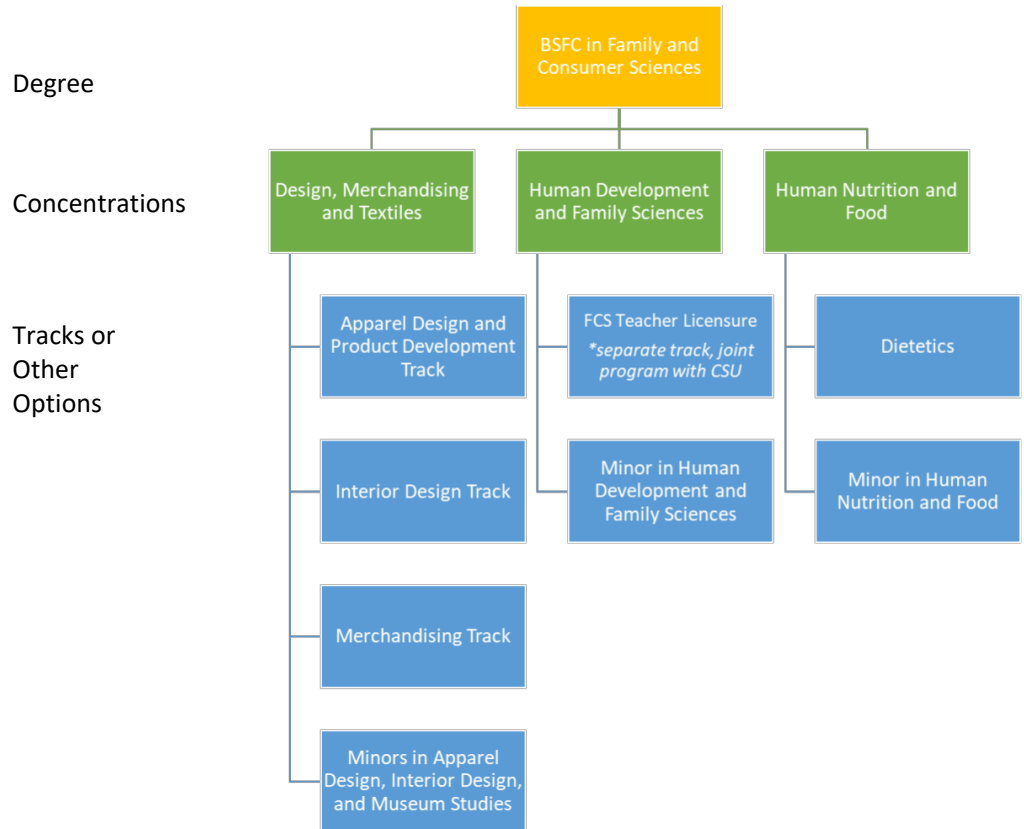
- Background: An overview explanation of why the change(s) is being requested; how will it improve the college, department, or degree program and benefit students and faculty?
 - o The department of Family and Consumer Sciences (FCS) currently offers one degree (BSFC in Family and Consumer Sciences) with three main program options. Feedback from our students, alumni, previous and current administrators, and accrediting bodies (including ACEND and NASAD) have indicated that 1) this structure is confusing for students, 2) decreases the visibility of our programs, and 3) can impede post-graduation employment success, as the degree title does not identify the student's area of expertise. Although FCS will continue to demonstrate the critical integration of our units through joint coursework, research and experiential learning opportunities, it is clear that if the name on the degree awarded matches the specific content area mastered, it will benefit our students and align with accreditation expectations. This proposal has been supported by the recent 2-13 and ad-hoc FCS committees, as well as by Dean Rasco and Provost Carman.
- Proposed changes: List the specific rationale for that change.
 - o The proposal is to take the current three program options provided through FCS and award them as individual degrees. Thus instead of one generic BSFC in Family and Consumer Sciences with three program options (i.e., Design, Merchandising and Textiles, Human Development and Family Sciences, or Human Nutrition and Food), students will instead receive a BS degree in their specific field (i.e., Design, Merchandising and Textiles, Human Development and Family Sciences, or Human Nutrition and Food). There are no proposed curricular changes with this proposal. There is clear feedback from students, alumni, previous and current administrators, and accrediting bodies (including ACEND and NASAD) that this change is necessary for student success post-graduation and will enhance our recruitment and retention.
 - o In addition, our program options currently lack visibility. Often students do not know the program options that exist within FCS until they are juniors or seniors. Numerous students tell us they did not know our programs were options, were told by high school advisors UW did not offer that program, etc. as they did not see the subject they were interested in listed as a degree option. For example, if a student does not know that human nutrition and food is offered through the BSFC in FCS, they look at the list of majors and assume UW does not offer that program. If a parent or high school advisor has a student interested in interior design, and they do not see that as a degree option, they tell that student to instead enroll in art. By clarifying our degree titles, we will

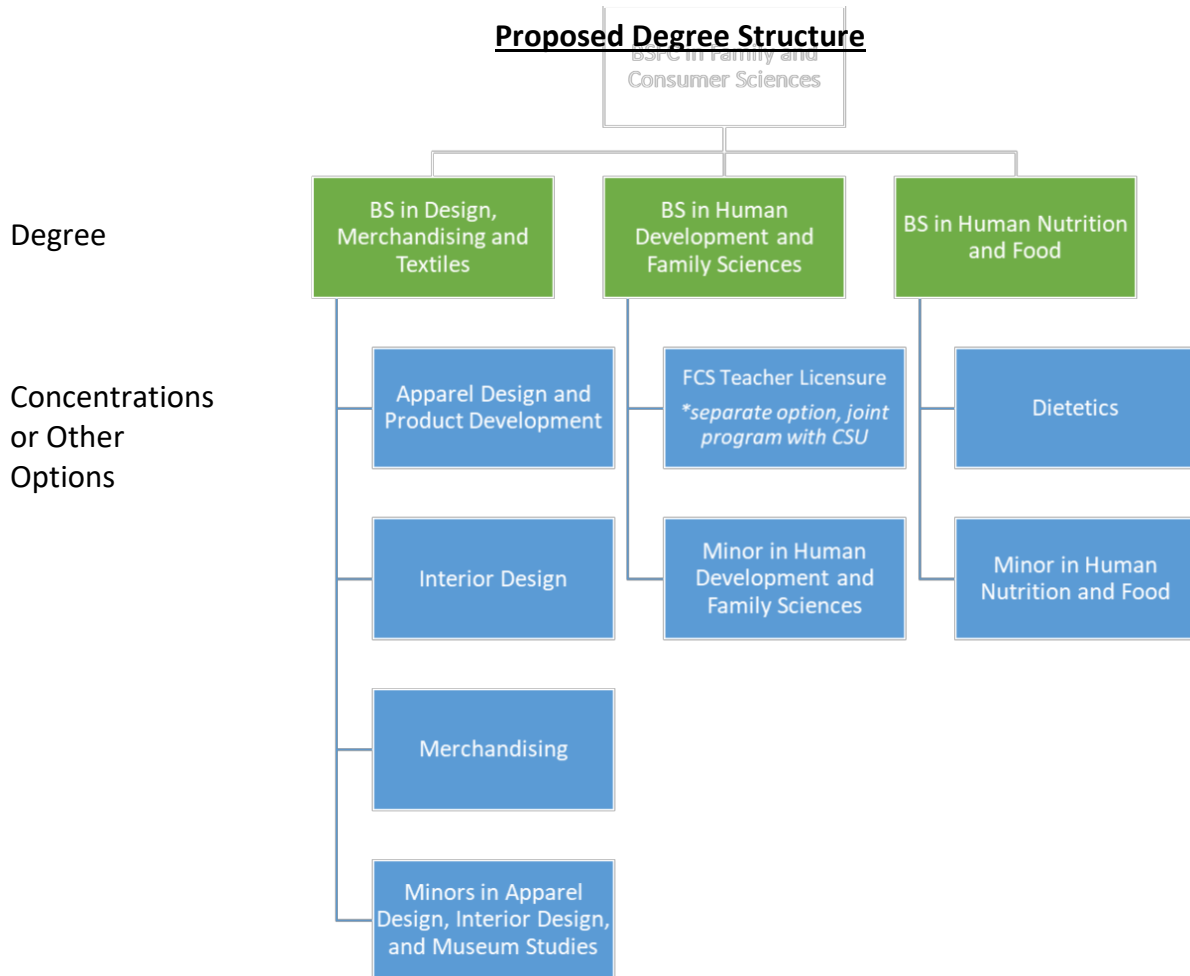
increase our visibility, improve our marketing clarity, and increase our ability to recruit students into our programs as freshman, thereby reducing time to degree.

- Appendix A diagrams the current and proposed degree structures.
***Note that the Professional Child Development program is not listed in these tables as the future location of this program has not yet been determined.*
- Logistics: When is the changed proposed to be effective. How will current students in the entity be handled? (Note: Generally, program changes are effective for the subsequent fall semester. Current students are assumed to be required to complete the requirements in place when they entered the program unless otherwise agreed upon by the student and program.)
 - Proposed initiation date: 08/01/2023
 - Current students will be allowed to finish under the BSFC in Family and Consumer Sciences degree as outlined in their catalog year, or switch to a new catalog year and therefore the corresponding proposed new degree. Although the change in degree name would not in and of itself trigger a change in degree requirements, a change in catalog year could. Students interested in changing to the new degree titles, and hence a new catalog year, will be advised regarding any curricular changes a change in catalog year would entail and what, if any, impact that would have on their progress to degree, prior to switching catalog years.

Appendix A

Current Degree Structure





ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Bachelor of Science in Applied Software Development-Carman/Barrett/Allen

- PUBLIC SESSION
 EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

- Yes
[Note: If yes, materials will also be included in the full UW Board of Trustee report.]
 No

Attachments are provided with the narrative.

EXECUTIVE SUMMARY:

The Bachelor of Science in Applied Software Development combines hands-on experience with practical knowledge to provide students with the skills to build and maintain software using modern programming languages, tools, and processes. The courses cover a wide range of topics that are sought after by employers for web, mobile, and other front-end application development including the use of modern programming languages, development environments, databases, testing and collaboration pipelines, operational infrastructure, and security practices. The program incorporates, throughout the curriculum, opportunities for students to engage in real-world software development by working in teams to develop, implement, present, and refine solutions for problems proposed by industry and other external clients. Students can enter the program with a two-year degree from a partnering community college. This degree program is based on and informed by existing accredited and implemented programs such as the Applied Software Engineering program at Cardiff University

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent, BS in Applied Software Development.

PROPOSED MOTION:

“I move to approve the Notice of Intent for the Bachelor of Science in Applied Software Development.”

Notice of Intent: BS in Applied Software Development

Name of Program: Bachelor of Science in Applied Software Development, offered in-person and online in the School of Computing.

Description:

This program combines hands-on experience with practical knowledge to provide students with the skills to build and maintain software using modern programming languages, tools, and processes. The courses cover a wide range of topics that are sought after by employers for web, mobile, and other front-end application development including the use of modern programming languages, development environments, databases, testing and collaboration pipelines, operational infrastructure, and security practices. The program incorporates, throughout the curriculum, opportunities for students to engage in real-world software development by working in teams to develop, implement, present, and refine solutions for problems proposed by industry and other external clients. Students can enter the program with a two-year degree from a partnering community college. This degree program is based on and informed by existing accredited and implemented programs such as the [Applied Software Engineering](#) program at Cardiff University

Outline of Anticipated Curriculum: Students will learn how to design, code, test, and maintain high quality software of their own. Coursework will include studies in databases, systems design, and programming languages to create scalable programs. The anticipated full course list can be found here: https://docs.google.com/document/d/10EZ_RjqSU6YRu8QbAO_ZmS8Nrw2c3QIQ/edit

Learning Outcomes:

- Work effectively as part of a team to develop and deliver quality software artifacts.
- Recognize the applicability of computing and evaluate its impact on individuals, organizations, and global society.
- Evaluate and use appropriate methods and professional standards in computing practice.
- Apply computing theory and programming principles to practical, secure and robust software design and development.
- Design ergonomic and aesthetic user interfaces that are accessible to a wide range of audiences.
- Demonstrate effective use of written, verbal, and non-verbal communication, employing relevant knowledge, skills, and judgment.
- Work as a professional maintaining high standards of practice, making ethical judgments and decisions, and sustaining a professional standing through a commitment to life-long learning
- Develop an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Relationship to Existing Programs:

There are currently two- and four-year programs in Computer Science and Computer Engineering offered by a subset of Community Colleges in Wyoming and the University of Wyoming respectively. This program, developed through a collaboration with UW and the community colleges, creates a new and innovative 4-year program that opens careers in Software Development to more Wyoming students and provides graduates with the technical, applied, and professional skills that employers are seeking to quickly integrate new hires as productive members of their company. As part of this partnership, Sheridan community college has launched a new two-year AS in Software Development and there are online offerings through various institutions including Western Governors University. The Software Engineering course in the Computer Science Department at the University of Wyoming is not currently being taught. In addition, there is not currently a course pathway in Software Development (or Software Engineering) to complete the 2+2 degree. The proposed program will necessarily overlap with the current Computer

Science Bachelor's degree. This overlap will support the development of the proposed program, through sharing course content among degrees as well as support cross-disciplinary work among the students. A table of the different computing programs available (or in development) at UW and how they differ can be found at this link:

<https://docs.google.com/document/d/1E8JmsmcR4IL5tXWCpPtPcDDE2og5TvwX/edit>

Market Analysis:

Software Development has been a fast-growing career path in the U.S and worldwide. According to the U.S. Bureau of Labor Statistics there were 1,622,200 people employed in Software Development jobs in 2021 with a growth outlook of 25% (significantly faster growth than average) in the next ten years. The median pay for Software Development jobs in the United States is \$109,020 per year (\$52.41 per hour). Typical entry-level education is a Bachelor's degree. ([Bureau of Labor Statistics Link](#)). The new degree offering leverages existing market analysis studies that have and are being performed while also leveraging real-enrollment data from community college partners that are already implementing the first part (2 years) of this Wyoming Innovation Partnership driven (2+2) degree offering.

Preliminary Budget:

Preliminary budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lecturers, professors of practice, and staff:

Total projected additional expenses = \$202,020

- 2 faculty/lecturer positions in Applied Software Development (\$70,000 + fringe = \$101,010. 2 positions = \$202,020), one or both of these positions may be covered by strategic hires in the School of Computing.
- Administrative support will be covered by existing SoC personnel and other costs such as travel will be mainly covered through WIP or other existing funds.

Total projected additional revenues due to added course requirements for the Applied Software Development BS = \$123,750

- Increased tuition generation per year
- Per resident student in program at \$160/undergraduate credit X 30 credits = \$4,800
- Per non-resident students in program at \$665/undergraduate credit X 30 credits = \$19,950
- Estimate: 5 resident students and 5 non-resident each year = \$123,750 additional tuition

We anticipate enrollment will begin with 5-10 students who will articulate from Sheridan College. Western and Northwest are in the first stages of launching 2+2 degree, so we anticipate another 5-10 students from each of these institutions by fall, 2025, increasing the tuition generated.

Five Year Timeline:

- October 2022 – School of Computing partnership with EECS to manage program development and house new academic program; Software Development program presented to School of Computing Internal Advisory Board; Establishment of Software Development Curricular Committee meeting monthly.
- November 2022: Presentation of Software Development 2+2 to the Joint Education Commission.
- December 2022: Submit Notice of Intent for review to Academic and Student Affairs Committee.
- February 2023: Proposal presented at the Academic Forum and the Faculty Senate Academic Planning Committee.
- March 2023: Proposal presented at the Board of Trustees meeting.
- Spring 2023 – Fall 2023: Course development and submission.
- Fall 2024: First year of delivery of B.S. in Applied Software Development.

- Fall 2025: Second year of delivery.
- Spring and Fall 2026: First evaluation of the program and enrolment numbers.

Information on Other Required Approvals:

No official accreditation is needed for this program. However, we anticipate, once approved and implemented data will be submitted to Academic Affairs in line with the current Higher Learning Committee accreditation process.

University Alignment:

Mission: The proposed B.S. in Applied Software Development aligns well with UW’s mission by preparing individuals to fill an ever-growing workforce need within Wyoming as well as in other states and internationally. This program provides access to both traditional and non-traditional students and creates an environment of diversity and inclusion that will foster the growth of the Software Development program and the School of Computing.

Strategic Plan: This program aligns well with all the University of Wyoming’s goals in the current strategic plan. With regards to goal 1, the program will address workforce needs of the state and region by providing the skills and experiences necessary for graduates to attain jobs in the rapidly growing field of software development. The B.S. in Software Development has been developed in partnership with Wyoming community colleges, thus creating strong linkages and clear articulation from all eight community colleges into the University of Wyoming and meeting goal 2 of the strategic plan. In addition, the School of Computing has a core value of enrolling students from diverse backgrounds and geographic locations with an intentional focus on working with the indigenous communities in the state and region. Finally, with regards to strengthening the market effectiveness, financial resources, and human capital of the University of Wyoming, this program will support this goal by offering a competitive degree that requires effective and timely communication with prospective students, regional partners, as well as international partners such as Cardiff University.

Rationale:

Currently UW students can only pursue a software engineering focus in a 4-year degree through the Computer Science and Computer Engineering programs. As part of accredited engineering programs these tracks require a high-level of proficiency in mathematics and science, with 30+ credit hours of dedicated mathematics classes. This limits opportunities for many Wyoming students to enroll in this growing and broad field of software development/software engineering, especially for Community College transfer students. While mathematical skills are advantageous for certain aspects of software engineering (estimating costs and system loads, making data driven decisions, analyzing results, using logic to verify code, developing the most efficient solutions, etc) and essential for research in software engineering, advanced mathematics is not required for many software development tasks. Software development, which could be seen as a sub-set of software engineering, is concerned with the writing, modifying and debugging software for end-customer use, often with a focus on front end systems such as web development or mobile app development. This degree is named Applied Software Development, to emphasize that the focus is on the use of software development techniques to create computing solutions.

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Student Success Mini Grant Update-Carman/ Chestnut/Courtney

- PUBLIC SESSION
 EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

- Yes

[Note: If yes, materials will also be included in the full UW Board of Trustee report.]

- No

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

As a first step toward making use of Student Success funds allocated by the Board of Trustees, the administration piloted a mini-grant program with the goal of retaining students who had not registered for the spring semester because they had a fee balance over \$500. We initially identified 91 students that were enrolled in the fall semester but not the spring due to a financial hold. Those students had their holds removed and were contacted by email, phone, and/or text. In order to receive the funds, the students were required to register for spring no later than December 16. Of the 91 contacted, 45 students registered/responded (49.5%) as described below:

- 2 out of 7 students (28.6%) - First Time, First Year = Admitted Term 202230 (summer 2022) or 202310 (fall 2022)
- 3 out of 3 students – (100%) Graduating in spring 2023
- 8 out of 12 students (66.7%)- Pell Eligible
- 6 out of 9 students – (66.7%) High Financial Need
- 26 out of 60 students – (43.3%) Low past due balance

Awarded \$23,938.16 on December 21, 2022. The average award was \$531.96.

Awards ranged between \$50.00 - \$1,793.56

Resident Students 39 out of 45 (86.7%)

Non-Resident Students 6 out of 45 (13.3%)

WHY THIS ITEM IS BEFORE THE COMMITTEE:

Committee requested this topic for discussion and review.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

No action required.

PROPOSED MOTION:

No motion required.

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: New Degree Program Progress Report-Carman

- PUBLIC SESSION
- EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
- No

FOR FULL BOARD CONSIDERATION:

- Yes

[Note: If yes, materials will also be included in the full UW Board of Trustee report.]

- No

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

Preliminary report to review and discuss new degree program progress report.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

Committee requested this topic for discussion and review.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

No action required.

PROPOSED MOTION:

No motion required.

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Saddle Up-Carman/Chestnut/Alexander/Courtney

- PUBLIC SESSION
- EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
- No

FOR FULL BOARD CONSIDERATION:

- Yes

[Note: If yes, materials will also be included in the full UW Board of Trustee report.]

- No

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

We will provide the committee with an overview of the progress on the changes to design and implementation of this program for 2023.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

The Board will preview the materials, including the summary schedule, that incoming students will receive in preparation for Saddle Up 2023.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

No action required.

PROPOSED MOTION:

No motion required.

Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach

With the rise of the popular new chatbot ChatGPT, colleges are restructuring some courses and taking preventive measures.



By Kalley Huang

Kalley Huang, who covers youth and technology from San Francisco, interviewed more than 30 professors, students and university administrators for this article.

Jan. 16, 2023

Sign Up for the Education Briefing From preschool to grad school, get the latest U.S. education news. [Get it sent to your inbox.](#)

While grading essays for his world religions course last month, Antony Aumann, a professor of philosophy at Northern Michigan University, read what he said was easily “the best paper in the class.” It explored the morality of burqa bans with clean paragraphs, fitting examples and rigorous arguments.

A red flag instantly went up.

Mr. Aumann confronted his student over whether he had written the essay himself. The student confessed to using ChatGPT, a chatbot that delivers information, explains concepts and generates ideas in simple sentences — and, in this case, had written the paper.

Alarmed by his discovery, Mr. Aumann decided to transform essay writing for his courses this semester. He plans to require students to write first drafts in the classroom, using browsers that monitor and restrict computer activity. In later drafts, students have to explain each revision. Mr. Aumann, who may forgo essays in subsequent semesters, also plans to weave ChatGPT into lessons by asking students to evaluate the chatbot’s responses.

“What’s happening in class is no longer going to be, ‘Here are some questions — let’s talk about it between us human beings,’” he said, but instead “it’s like, ‘What also does this alien robot think?’”

Across the country, university professors like Mr. Aumann, department chairs and administrators are starting to overhaul classrooms in response to ChatGPT, prompting a potentially huge shift in teaching and learning. Some professors are redesigning their courses entirely, making changes that include more oral exams, group work and handwritten assessments in lieu of typed ones.



After one of his students confessed to using ChatGPT, Antony Aumann, a philosophy professor at Northern Michigan University, plans to implement new rules, including requiring students to write first drafts of essays in class. Christine Lenzen for The New York Times



Faculty at the University of Florida in Gainesville met recently to discuss how to deal with ChatGPT. Todd Anderson for The New York Times

At schools including George Washington University in Washington, D.C., Rutgers University in New Brunswick, N.J., and Appalachian State University in Boone, N.C., professors are phasing out take-home, open-book assignments — which became a dominant method of assessment in the pandemic but now seem vulnerable to chatbots. They are instead opting for in-class assignments, handwritten papers, group work and oral exams.

Gone are prompts like “write five pages about this or that.” Some professors are instead crafting questions that they hope will be too clever for chatbots and asking students to write about their own lives and current events.

Students are “plagiarizing this because the assignments can be plagiarized,” said Sid Dobrin, chair of the English department at the University of Florida.

Frederick Luis Aldama, the humanities chair at the University of Texas at Austin, said he planned to teach newer or more niche texts that ChatGPT might have less information about, such as William Shakespeare’s early sonnets instead of “A Midsummer Night’s Dream.”

The chatbot may motivate “people who lean into canonical, primary texts to actually reach beyond their comfort zones for things that are not online,” he said.

In case the changes fall short of preventing plagiarism, Mr. Aldama and other professors said they planned to institute stricter standards for what they expect from students and how they grade. It is now not enough for an essay to have just a thesis, introduction, supporting paragraphs and a conclusion.

“We need to up our game,” Mr. Aldama said. “The imagination, creativity and innovation of analysis that we usually deem an A paper needs to be trickling down into the B-range papers.”

Universities are also aiming to educate students about the new A.I. tools. The University at Buffalo in New York and Furman University in Greenville, S.C., said they planned to embed a discussion of A.I. tools into required courses that teach entering or freshman students about concepts such as academic integrity.

“We have to add a scenario about this, so students can see a concrete example,” said Kelly Ahuna, who directs the academic integrity office at the University at Buffalo. “We want to prevent things from happening instead of catch them when they happen.”

Other universities are trying to draw boundaries for A.I. Washington University in St. Louis and the University of Vermont in Burlington are drafting revisions to their academic integrity policies so their plagiarism definitions include generative A.I.

John Dyer, vice president for enrollment services and educational technologies at Dallas Theological Seminary, said the language in his seminary’s honor code felt “a little archaic anyway.” He plans to update its plagiarism definition to include: “using text written by a generation system as one’s own (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper).”

The misuse of A.I. tools will most likely not end, so some professors and universities said they planned to use detectors to root out that activity. The plagiarism detection service Turnitin said it would incorporate more features for identifying A.I., including ChatGPT, this year.

More than 6,000 teachers from Harvard University, Yale University, the University of Rhode Island and others have also signed up to use GPTZero, a program that promises to quickly detect A.I.-generated text, said Edward Tian, its creator and a senior at Princeton University.



Lizzie Shackney, a law and design student at the University of Pennsylvania, said she saw both the value and limitations in A.I. tools. Steve Legato for The New York Times

Some students see value in embracing A.I. tools to learn. Lizzie Shackney, 27, a student at the University of Pennsylvania’s law school and design school, has started using ChatGPT to brainstorm for papers and debug coding problem sets.

“There are disciplines that want you to share and don’t want you to spin your wheels,” she said, describing her computer science and statistics classes. “The place where my brain is useful is understanding what the code means.”

But she has qualms. ChatGPT, Ms. Shackney said, sometimes incorrectly explains ideas and misquotes sources. The University of Pennsylvania also hasn’t instituted any regulations about the tool, so she doesn’t want to rely on it in case the school bans it or considers it to be cheating, she said.

Other students have no such scruples, sharing on forums like Reddit that they have submitted assignments written and solved by ChatGPT — and sometimes done so for fellow students too. On TikTok, the hashtag #chatgpt has more than 578 million views, with people sharing videos of the tool writing papers and solving coding problems.

One video shows a student copying a multiple choice exam and pasting it into the tool with the caption saying: “I don’t know about y’all but ima just have Chat GPT take my finals. Have fun studying.”

Kalley Huang is a technology reporting fellow based in San Francisco. She graduated from the University of North Carolina at Chapel Hill. @KalleyHuang

A version of this article appears in print on , Section A, Page 1 of the New York edition with the headline: A.I. Is Doing Homework. Can It Be Outsmarted?