CÉGEP MARIE-VICTORIN

# Guidelines for the Pedagogical Use of AI

29/05/2026



## 1. Preamble

The rapid advancement of artificial intelligence (AI) technologies is having a transformative effect on the educational, administrative, and professional practices within the college system. Since the advent of generative AI tools for public use, their presence has spread throughout all spheres of higher education, sparking enthusiasm, questions, and legitimate concerns regarding their pedagogical, ethical, and institutional impacts. This reality requires our CEGEP to establish clear guidance to provide a coherent, responsible, and thoughtful framework for the use of AI in our learning, work, and research environments.

This document reflects our commitment to supporting our community through a meaningful digital transition centred on skills development, the quality of education, and robust intellectual integrity. It proposes an institutional framework that facilitates the critical and informed adoption of AI while promoting professional autonomy, pedagogical freedom (often referred to as academic freedom), and respect for our educational values and the *Directive on the Use of Generative Artificial Intelligence (GAI) Systems.*

This preamble thus prepares the ground for a set of institutional guidelines that allow faculty, the student body, and all staff to adopt a pedagogical, transparent, responsible, and ethical use of AI. These guidelines aim to preserve the CEGEP's core mission: to provide quality education, support educational success, and promote a learning environment where technological innovation serves human expertise, equity, and the development of all students' skills

## 2. Key Principles

In accordance with the framework (cadre-reference-travaux-instance-ia-es.pdf) established by the Ministère de l'Enseignement supérieur, the integration of AI at our institution is based on a humanist vision that places people at the centre of decision-making, and in which AI serves, not as a replacement for, but as a tool to support expertise, strengthen educational interactions, and improve existing processes.

These guidelines direct all pedagogical and assessment practices related to AI within our CEGEP:

### 2.1 Humanism and Agency

The integration of AI is based on an approach focused on teaching and learning, in which technology supports creativity, skill development, and educational success, while preserving the value of human thinking and autonomy.

### 2.2 Professional Autonomy

Teachers retain their professional autonomy in selecting, overseeing, and integrating AI tools into their teaching and evaluation practices. This autonomy must, however, be exercised in accordance with the CEGEP's institutional guidance and educational values.

### 2.3 Responsible and Transparent Use

The use of AI must be transparent, disclosed, and accompanied by the critical judgment necessary to assess its benefits and limitations. In particular, students must be able to explain and document their use of these tools in their assignments and evaluations.

### 2.4 Integrity, Equity and Confidentiality

The use of AI must comply with the principles of intellectual integrity, equity among students, and the confidentiality of processed information. These values ensure an environment in which technological innovation continues to serve the goals of educational equity and quality, and the protection of individuals.

### 2.5 Information Security

Community members must adhere to the principles of the *Directive on the Use of GAI Systems* when incorporating confidential data or personal information into GAI systems. This directive provides a list of illustrative examples of how to comply with these principles.

### 2.6 Ethics and Vigilance

The use of AI must be part of an ethical approach that prioritizes critical thinking and awareness of biases.

### 2.7 Environmental Responsibility

It is important to consider the environmental impacts associated with AI technologies and to promote digital sobriety.

### 2.8 Skills Development

Pedagogical practices must ensure that skills are demonstrated in real-world contexts, encourage independent thinking, and maintain active learning, even when technological support is used.

## 3. Permissions Scale

Cégep Marie-Victorin advocates using a scale to define the permissible level for any use of AI in an educational context. This scale can be included in the course outline or in the instructions for an assignment.

- **Level 0:** Prohibited use. Any use of AI in this context is considered academic dishonesty. Students must produce their work without any assistance from an artificial intelligence tool.
- **Level 1:** Supportive use. Students may use AI to stimulate their thinking, assist in their analysis, or improve certain aspects, provided they create, write, and take full responsibility for their work, and declare or cite their use of AI. The use of IAgraphie is good practice.
- **Level 2:** Integrated use. The student integrates AI into their process, is responsible for the final content, discloses or cites the use of AI, ensures the quality of the work, verifies the reliability of the generated content, and exercises critical thinking throughout the process. The use of IAgraphie is good practice.

The complete permissions scale can also be found in the appendix to these guidelines.

## 4. Responsibility of Teachers

**4.1** The course plan, as well as the instructions for assignments and evaluations, must clearly state the permitted level of AI use, in accordance with the scale presented in Section 3 and departmental guidance.

**4.2** Teachers, who allow the use of AI, have a responsibility to help support students by promoting the development of the ethical, critical, and responsible use of AI tools, in particular by raising awareness of their limitations, potential biases, and transparency requirements, and by directing students to relevant resources.

**4.3** Teachers adapt learning activities and evaluations to maintain the authenticity of skill acquisition by designing pedagogical situations that foster independent

thinking, the application of knowledge, creativity, and the value of human judgment. They may also incorporate oral demonstration, documentation of the work process, or other methods into their teaching practice to confirm the authenticity and transparency of the process.

## 5. Responsibility of Students

**5.1** It is mandatory to adhere to the AI permissions levels specified in assignment instructions or course outlines regarding the permitted or prohibited use of AI tools in assignments, learning activities, and evaluations (see the appendix for AI permissions levels).

**5.2** Students must disclose any use of AI in a transparent manner, including by documenting the prompts they used and the outputs generated that were incorporated into their work. The use of AIgraphie is good practice.

## 6. Responsibility of the Institution

The institution promotes the pedagogical, ethical, and responsible integration of AI by providing guidance and training to teachers, with support from its entire staff.

**6.1** The institution is responsible for supporting the student body in developing an ethical, critical, and responsible approach to the use of AI tools, in particular by raising their awareness of the tools' limitations, potential biases, and transparency requirements, and by directing them to relevant resources.

**6.2** The institution is responsible for providing the necessary resources and supporting the pedagogical reflection of all teaching staff on the impacts of artificial intelligence on teaching and learning.

**6.3** The institution is responsible for ensuring institutional conformity while respecting professional autonomy.

## 7. Procedure in the Event of Cheating

The unauthorized use of an AI tool is considered cheating under the *Politique institutionnelle d'évaluation des apprentissages* (PIEA). Section 4.9 details the procedure and penalties that apply in the event of a violation: Politique-12- PIEA-amendée-2024-06-12.pdf.

## 8. Review and Amendment

This institutional guidance will be reviewed annually or as needed in response to technological advances. The office of academic affairs and the *Comité intégrité*

*intellectuelle* are responsible for developing these key guidelines.

The document was adopted by the *Commission des études* on May 29, 2026.

# Appendix

## AI permissions levels in pedagogical contexts

| LEVEL 0 – Prohibited Use | |
|---|---|
| Any unauthorized use of AI at this level is considered cheating. Students must complete their work without any assistance from an artificial intelligence tool, as the assignment is designed to assess core personal skills. | |
| **Use prohibited (even partially)** | ❒ Generate or rephrase a text<br>❒ Get ideas, examples, or an outline<br>❒ Automatically correct a piece of writing<br>❒ Translate or summarize content |
| **LEVEL 1 – Supportive Use** | |
| Students may use AI to stimulate their thinking, support their analysis, or improve certain aspects of their work, provided that they create, write, and take full responsibility for the work, and disclose or cite any use of AI. | |
| **Use permitted** | ❒ Find ideas or explore possible topics<br>❒ Develop an outline or work structure<br>❒ Improve the wording or correct elements in a written piece<br>❒ Obtain examples for comparison<br>❒ Use translation or language tools to improve understanding |
| **LEVEL 2 – Integrated Use (creation)** | |
| Students incorporate AI into their process and remain responsible for the final content. They must disclose or cite the use of AI, ensure the quality of their work, verify the reliability of the generated content, and exercise critical thinking throughout the process. | |
| **Use permitted** | ❒ Research possible lines of argument or content ideas<br>❒ Obtain examples or templates to adapt (outlines, introductions, etc.)<br>❒ Modify or enrich content produced in a learning context<br>❒ Generate a partial draft to refine and personalize<br>❒ Create visuals (images, tables, maps, etc.) to comment on or incorporate<br>❒ Compare different versions of a text or response<br>❒ Explore an opposing viewpoint to develop critical thinking skills |