



SOUTHERN DELTA UNIVERSITY, OZORO

DELTA STATE, NIGERIA

Senate Committee on Plagiarism and Artificial Intelligence Policies

ARTIFICIAL INTELLIGENCE (AI) POLICY REGULATIONS

*An Ecological, Pedagogical, Ethical, and Operational Blueprint for Generative AI
Integration, Research Innovation, Administrative Automation, and Academic Integrity*

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FOREWORD AND INSTITUTIONAL ENDORSEMENT

Foreword by the Vice-Chancellor: As the global higher education landscape undergoes profound technological disruption driven by the Fourth Industrial Revolution, Southern Delta University (SDU), Ozoro, stands poised not merely to adapt, but to actively lead Nigerian tertiary education in harnessing the transformative power of Artificial Intelligence (AI). This Artificial Intelligence Policy Document serves as our institutional compass, establishing a definitive roadmap for the responsible development, ethical deployment, pedagogical integration, and administrative application of emerging cognitive and algorithmic technologies.

At Southern Delta University, our commitment to academic excellence, human-centered innovation, and moral rectitude remains unwavering. Artificial Intelligence holds breathtaking promise: personalizing student learning pathways, automating tedious administrative workflows, democratizing access to complex analytical tools, and empowering world-class research in agriculture, science, engineering, and environmental stewardship. Yet, unchecked algorithmic expansion poses formidable existential, pedagogical, and ethical hazards—from the erosion of human cognitive faculties, bias amplification, and privacy violations to the proliferation of synthetic academic dishonesty and ghost-authorship.

This policy represents the culmination of exhaustive deliberative engagement across twenty-nine stakeholder consultative bodies, faculty assemblies, student unions, and technical working groups. Grounded in UNESCO's humanistic recommendations, the Beijing Consensus on AI and Education, the AI Ecological Education Policy Framework, the Nigeria Data Protection Act (NDPA) 2023, and peer-institutional benchmarks from Delta State University (DELSU), the University of Guyana, York University, and the University of Notre Dame, this manual balances innovation with integrity. It establishes Southern Delta University as a beacon of ethical intelligence in Nigeria and beyond.

INSTITUTIONAL AI COVENANT

"Artificial Intelligence must serve as a catalyst for human flourishing, critical inquiry, and societal elevation. At Southern Delta University, Ozoro, machines shall empower, augment, and liberate human creativity—never diminish, deceive, or replace it. This policy provides the statutory and ethical scaffolding for a future-ready academic community."

— Senate Resolution on AI Governance, SDU Senate, October 2026.

Institutional Mandate of the Senate AI Committee

Pursuant to the directive of the University Senate at its 13th Regular Session, the Senate Committee on Artificial Intelligence and Plagiarism Policies was constituted under the chairmanship of Prof. Jonathan Tsetimi. The Committee was charged with drafting a comprehensive, future-proof regulatory policy that establishes clear pedagogic boundaries, diagnostic rubrics, governance protocols, and ethical guardrails across all academic faculties, research institutes, and administrative directorates of the university.

Layout and Structure of the AI Policy Manual

This document is structured into nineteen (20) comprehensive operational sections and four (4) statutory appendices, designed as an authoritative, self-contained regulatory handbook:

Section 1: General Policy Statement & Institutional Philosophy — Vision, mission, core values, human-centeredness, and strategic alignment with national goals. *Page 4*

Section 2: Comprehensive Definitional Architecture & AI Taxonomy — Technical definitions of AI, ML, Deep Learning, Narrow/General/Super AI, Generative AI, and LLMs. *Page 5*

Section 3: The AI Ecological Education Policy Framework — Operationalization of the 3-tier ecological model: Governance, Pedagogical, and Operational dimensions. *Page 7*

Section 4: Generative AI in Academic Coursework & Teaching — Pedagogic boundaries, acceptable brainstorming/coding uses, and the 15% maximum GenAI ceiling. *Page 8*

Section 5: AI Assessment Scale (AIAS) & Course Syllabi Statements — Codification of the 5-level AIAS matrix (Levels 1 to 5) and institutional syllabus templates. *Page 9*

Section 6: Differentiated Assessment Rubrics & Dual-Track Grading — Quantitative grading models comparing AI-assisted vs unassisted coursework across criteria. *Page 11*

Section 7: Mandatory AI Transparency & Attribution Protocols — Prompt logging requirements, disclosure covenants, and discipline-specific citation standards. *Page 12*

Section 8: Unethical AI Practices, Algorithmic Misconduct & Prohibited Actions — Taxonomy of AI misconduct: ghost authorship, hallucinated citations, text spinning, and deepfakes. *Page 13*

Section 9: Tiered Disciplinary Sanctions for Students and Academic Staff — Calibrated statutory penalties categorized across Low, Moderate, High, and Egregious tiers. *Page 13*

Section 10: AI in Scientific Research, Intellectual Property & Publication — Research methodologies, data ethics, bias mitigation, co-authorship prohibitions, and patent rights. *Page 14*

Section 11: AI in University Administration, EMIS & Quality Assurance — Administrative automation, predictive analytics in EMIS, student retention, and human oversight. *Page 15*

Section 12: AI in Community Service, Agricultural Innovation & Regional Impact — Applying AI to local agriculture, flood vulnerability, public health, and cultural preservation. *Page 16*

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Section 15: Institutional Governance, AI Working Group & Committee Architecture — Structure, powers, and terms of reference for Senate AI Committee, Faculty Panels, and TOS. *Page 18*

Section 16: Technical Infrastructure, High-Performance Computing & TETFUND — GPU clusters, scalable cloud storage, high-bandwidth networks, and TETFUND NRF financing. *Page 19*

Section 17: Capacity Building, Faculty Development & Campus-Wide AI Literacy — Curriculum integration, AI Cafes, staff upskilling, and student digital citizenship programs. *Page 20*

Section 18: Institutional SWOT Analysis & Strategic Risk Mitigation — Strengths, weaknesses, opportunities, threats, and dynamic enterprise risk management. *Page 21*

Section 19: Monitoring, Evaluation, Policy Auditing & Review Schedules — M&E metrics, bi-annual reviews, incident reporting, and continuous technological updates. *Page 21*

Section 20: Appendices, Statutory Schedules & Implementation Instruments — Model declaration forms, AI transparency templates, detector catalogs, and reference authorities. *Page 22*

SECTION 1: GENERAL POLICY STATEMENT AND INSTITUTIONAL PHILOSOPHY

1.1 Preamble and Legislative Authority

Statutory Purview: The Southern Delta University, Ozoro, established under the Southern Delta University Law of Delta State, Nigeria, is dedicated to the advancement of learning, research, technological innovation, and public service. Under the statutory authority vested in the University Senate to organize, regulate, and supervise all academic curricula, instruction, research, and discipline, this Artificial Intelligence (AI) Policy and Governance Framework is formally promulgated. This policy establishes the institutional standards governing the acquisition, deployment, interaction with, and assessment of all artificial intelligence systems across the university community.

Higher education globally is experiencing an epochal transition. The rapid convergence of massive internet datasets, scalable cloud computing, and advanced neural architectures has democratized generative AI tools, placing unprecedented analytical and generative power into the hands of students and lecturers alike. SDU Ozoro recognizes that prohibiting these technologies is neither pedagogically viable nor intellectually progressive. Conversely, passive acquiescence to unregulated algorithmic dependency threatens the essential mission of higher education: nurturing critical intellect, ethical agency, authentic problem-solving, and professional competence. This policy establishes a balanced, humanistic governance architecture that embraces technological empowerment while zealously defending academic integrity.

1.2 Institutional Vision, Mission, and Core AI Values

Southern Delta University commits to harnessing the power of Artificial Intelligence to advance its vision of becoming a world-class center of technological scholarship and societal transformation. All AI initiatives within SDU shall strictly align with six core institutional values:

Human-Centeredness: AI must serve human agency, dignity, and flourishing. Algorithmic systems are instruments designed to complement, extend, and liberate human cognitive capabilities, never to replace, displace, or diminish the essential human elements of critical reflection, empathy, and moral responsibility.

Inclusivity and Equity: All AI tools and computational infrastructure deployed or endorsed by the university must be equitable and universally accessible to all students and staff, actively mitigating socio-economic disparities, gender imbalances, and physical disabilities.

Transparency and Openness: The university mandates complete openness regarding when, why, and how AI systems are utilized in teaching, learning, assessment, research, and administrative decision-making.

Accountability and Auditability: Institutions, faculty, and students retain ultimate moral, legal, and intellectual responsibility for all outputs, analyses, and decisions produced with AI assistance. Algorithmic delegation does not absolve human actors of accountability.

Lifelong Learning and Literacy: The university commits to fostering systemic AI literacy, preparing students and staff with the technical, conceptual, and ethical competencies necessary for productive human-machine collaboration in the global economy.

Ethical Alignment and Social Good: AI deployment must adhere to the highest standards of data security, non-discrimination, environmental sustainability, and algorithmic justice, protecting vulnerable populations from harm.

1.3 Strategic Purpose and Institutional Objectives

The overarching purpose of this policy is to establish an institutional ecosystem where AI technologies enhance academic excellence, optimize institutional efficiency, and empower students, while systematically eliminating academic fraud, intellectual laziness, and operational risks. The specific objectives are:

- 1. Pedagogical Clarity:** Provide unambiguous operational guidelines for students and faculty regarding permissible, restricted, and prohibited uses of AI in teaching, learning, and assessment.
- 2. Assessment Integrity:** Establish standardized quantitative thresholds, rubrics, and attribution protocols for AI-assisted coursework and academic research.
- 3. Governance and Oversight:** Create robust institutional governance bodies, standard operating procedures, and due process frameworks to investigate and adjudicate unethical AI use.
- 4. Infrastructural Development:** Formulate an enterprise infrastructure and funding strategy (integrating internal budget allocations, public-private partnerships, and TETFUND grants) to support scalable computing and storage.
- 5. Privacy and Regulatory Compliance:** Safeguard institutional and personal data under the Nigeria Data Protection Act (NDPA) 2023, ensuring ethical data lifecycle management.
- 6. Regional and Societal Relevance:** Direct AI research and innovation toward solving localized societal challenges in Delta State, particularly in precision agriculture, flood modeling, environmental management, and public health.

1.4 Scope and Universal Applicability

This policy applies universally across all colleges, faculties, departments, research institutes, centers, administrative directorates, and operational units of Southern Delta University, Ozoro. It binds:

Undergraduate Students: All undergraduate students (regular, part-time, sandwich, diploma, and certificate programs) across all years of study.

Postgraduate Scholars: All postgraduate scholars (PGD, M.Sc., M.A., M.Eng., M.Phil., and Ph.D.) enrolled in the College of Postgraduate Studies.

Academic Staff: All full-time, contract, adjunct, visiting, and sabbatical academic personnel across all ranks (Professors, Readers, Senior Lecturers, Lecturers, and Assistant Lecturers).

Administrative and Technical Staff: All administrative, registry, bursary, library, ICT, laboratory, technical workshop, and health center personnel.

External Partners and Vendors: All external research collaborators, consultants, contractors, visiting fellows, and corporate vendors utilizing university digital infrastructure or data.

SECTION 2: COMPREHENSIVE DEFINITIONAL ARCHITECTURE AND AI TAXONOMY

2.1 Definitive Technical Conceptualization of Artificial Intelligence

Core Definition: Artificial Intelligence (AI) is formally conceptualized as the capability of computational machines, software algorithms, and networked systems to emulate human cognitive functions, including learning from data, abstract reasoning, pattern recognition, problem-solving, environmental perception, decision-making, and natural language communication.

Modern AI represents an interdisciplinary scientific convergence uniting computer science, industrial mathematics, statistical inference, cognitive psychology, neuroscience, linguistics, and information engineering. Rather than possessing conscious understanding or biological sentience, contemporary AI systems execute complex mathematical transformations, statistical optimizations, and heuristic inferences over vast arrays of digital data.

2.2 Evolutionary Spectrum of AI Technologies

To establish institutional clarity, the university delineates the following three developmental categories of AI systems:

- 1. Narrow AI (Weak AI):** Computational systems engineered, trained, and optimized to execute specific, narrowly circumscribed operational tasks with high speed and precision. Weak AI operates strictly within bounded parameters and cannot generalize its knowledge to unrelated domains. Current real-world applications—including facial recognition algorithms, automated email spam filters, autonomous vehicle lane-keeping systems, medical imaging diagnostics, and predictive search engines—constitute Narrow AI.
- 2. General AI (Strong AI / AGI):** Hypothetical computational intelligence that possesses the versatile intellectual capacity of a human being, capable of understanding, learning, reasoning, transferring concepts across disparate domains, and solving novel abstract problems without task-specific reprogramming. While current frontier models exhibit emergent multimodal capabilities, true AGI remains an unrealized research frontier.
- 3. Artificial Super Intelligence (ASI):** A speculative, theoretical phase of algorithmic evolution wherein computational intelligence vastly exceeds human cognitive and creative capabilities across all fields, including scientific discovery, strategic foresight, and artistic creation. The university acknowledges the theoretical discourse surrounding ASI while directing its regulatory and educational priorities toward the immediate governance of Narrow and Generative AI systems.

2.3 Core Subfields and Enabling Algorithmic Paradigms

Understanding modern AI requires distinguishing between foundational algorithmic mechanisms:

Machine Learning (ML): A core subdiscipline of AI focused on developing statistical algorithms that enable computers to learn autonomously from empirical data, iteratively refining predictive accuracy without explicit, hard-coded rules.

Supervised Learning: Algorithms trained on curated datasets containing explicit input-output pairs (labels), learning a mathematical mapping function to classify or predict unseen data (e.g., classifying loan default risks or detecting crop disease from labeled leaf photographs).

Unsupervised Learning: Algorithms provided with raw, unannotated data that uncover latent structural patterns, clusters, and anomalies without human supervision (e.g., student learning style segmentation or genomic clustering).

Reinforcement Learning: An iterative learning paradigm where an algorithmic agent learns optimal decision policies through exploratory environmental interaction, guided by reward maximization and penalty minimization (e.g., robotic control and complex game strategies).

Deep Learning (DL): A sophisticated branch of machine learning utilizing multilayered Artificial Neural Networks (ANNs) inspired by biological neurological structures. Deep neural networks extract hierarchical feature representations from raw data, powering modern computer vision, speech synthesis, and large-scale language modeling.

Natural Language Processing (NLP): Technological architectures enabling machines to comprehend, parse, translate, analyze, and generate human linguistic discourse, encompassing sentiment analysis, semantic parsing, and speech-to-text transcription.

2.4 Generative Artificial Intelligence (GenAI) and Large Language Models (LLMs)

Generative AI: Generative AI (GenAI) represents a revolutionary paradigm in cognitive computing. Unlike traditional discriminative AI systems designed to categorize, filter, or classify existing information, GenAI architectures generate entirely novel, highly realistic digital artifacts—spanning natural language prose, computer code, high-resolution imagery, audio compositions, 3D architectural models, and synthetic datasets—based on user-supplied textual prompts.

At the forefront of GenAI are Large Language Models (LLMs) built upon Generative Pre-trained Transformer (GPT) architectures. These massive deep neural networks are trained on multi-billion-token internet text corpora, utilizing self-attention mechanisms to predict probabilistic token sequences with remarkable semantic fluency. Frontier LLMs—such as OpenAI's GPT-4, Anthropic's Claude, Google's Gemini, Meta's Llama, and Microsoft Copilot—produce persuasive essays, solve mathematical proofs, draft legal contracts, and debug software code. However, the university emphasizes that LLMs operate on statistical probability rather than factual comprehension, frequently producing hallucinated, inaccurate, or biased outputs.

SECTION 3: THE AI ECOLOGICAL EDUCATION POLICY FRAMEWORK

To translate institutional vision into operational execution, Southern Delta University adopts the AI Ecological Education Policy Framework (Chan, 2023). This holistic, multi-dimensional model conceptualizes the university as an interconnected sociotechnical ecosystem, distributing regulatory, educational, and technical responsibilities across three mutually reinforcing pillars:

3.1 The Governance Dimension (Led by Senior Management & Senate)

The Governance Dimension addresses macro-level institutional stewardship, policy formulation, ethical accountability, and legal compliance. Spearheaded by the Vice-Chancellor, University Senate, and Registrar, this dimension encompasses:

Policy Formulation & Enforcement: Formulating, updating, and enforcing institution-wide regulations governing ethical AI adoption and disciplinary sanctions.

Data Privacy and Cybersecurity: Safeguarding student, staff, and institutional data assets against unauthorized commercial exploitation, surveillance, and breaches in compliance with the NDPA 2023.

Resource Mobilization: Securing capital investments, donor grants, and TETFUND allocations to provide equitable technological infrastructure across all academic faculties.

Institutional Accountability: Establishing independent oversight boards, whistleblower mechanisms, and transparent dispute-resolution channels.

3.2 The Pedagogical Dimension (Led by Academic Staff & Deans)

The Pedagogical Dimension addresses the transformative impact of AI on curriculum design, teaching methodologies, learning activities, and assessment integrity. Spearheaded by Faculty Deans, Heads of Department, and Course Lecturers, this dimension encompasses:

Assessment Redesign: Transitioning assessment design from vulnerable, surface-level recall tasks toward authentic, experiential, project-based evaluations that measure critical thinking and synthesis.

AI Literacy Instruction: Integrating disciplined AI prompt engineering, critical evaluation, and algorithmic auditing into undergraduate and postgraduate curricula.

Syllabus Communication: Articulating explicit, assignment-specific AI expectations in course syllabi using the AI Assessment Scale (AIAS).

Academic Integrity Defense: Upholding academic integrity by verifying student originality, auditing audit trails, and reporting suspected algorithmic misconduct.

3.3 The Operational Dimension (Led by ICT, Library, and Support Units)

The Operational Dimension focuses on day-to-day technological enablement, system administration, capacity building, and continuous monitoring. Spearheaded by the Directorate of ICT, University Library, Tactical Online Services Unit (TOS), and Academic Planning, this dimension encompasses:

Infrastructure Management: Procuring, deploying, and maintaining high-performance computing clusters, enterprise AI tools, and campus network connectivity.

Training and Upskilling: Organizing continuous, multi-tiered professional development workshops, webinars, and certification clinics for staff and students.

Detection Tool Administration: Managing enterprise plagiarism and AI-detection platforms (Turnitin, Drillbit, Checker X), configuring exclusionary filters and privacy settings.

Monitoring and Evaluation: Maintaining the Central AI Use-Case Registry and conducting bi-annual surveys to evaluate institutional AI adoption metrics.

SECTION 4: GENERATIVE AI IN ACADEMIC COURSEWORK AND TEACHING

4.1 Pedagogical Imperative and Balanced Adoption

Core Principle: Southern Delta University recognizes that GenAI offers unprecedented opportunities to democratize learning, scaffold writing development, and accelerate academic discovery. However, unguided reliance upon automated text generators risks causing cognitive atrophy, obliterating critical reflection, and reducing students to passive consumers of algorithmic summaries. The university therefore establishes a balanced, pedagogical model wherein AI functions as an interactive cognitive scaffold rather than a substitute for intellectual struggle.

4.2 Permissible and Acceptable Uses of Generative AI

Undergraduate and postgraduate students may utilize approved GenAI systems under the following authorized circumstances, subject to explicit course syllabus parameters:

1. Exploratory Brainstorming: Utilizing AI conversational agents to overcome writer's block, generate broad essay outlines, explore divergent conceptual angles, or structure preliminary project frameworks.

2. Concept Clarification & Tutoring: Prompting AI models to explain complex mathematical theorems, clarify theoretical paradigms, provide alternate analogies, or translate dense technical jargon into accessible concepts.

3. Language Polishing & Editorial Support: Using AI tools for syntax verification, grammatical refinement, and stylistic polishing of student-authored prose, provided the core ideas and phrasing remain authentically human.

4. Code Debugging and Optimization: Submitting self-written programming code to AI platforms to diagnose compilation errors, identify syntax bugs, and suggest optimized algorithmic routines.

5. Research Scaffolding: Assisting in formulating exploratory hypotheses, drafting literature search boolean strings, or summarizing lengthy open-access documents (provided all primary sources are verified).

4.3 Strict Quantitative Ceiling for Coursework and Research (The 15% Rule)

To ensure that submitted academic work genuinely reflects the intellectual competence and effort of the student, Southern Delta University institutes the following mandatory quantitative limitations:

Coursework Submissions: Under no circumstances shall Generative AI content exceed a maximum ceiling of 15% of the total narrative text in any submitted continuous assessment, term paper, seminar essay, or course project. The remaining 85% must represent the student's original writing, critical argumentation, contextual analysis, and empirical interpretation.

Theses and Publications: In undergraduate final-year projects, Master's dissertations, Doctoral theses, and faculty research manuscripts, total AI-assisted narrative content must strictly remain below 15%. Direct GenAI text generation in results interpretation, discussion, and original conclusions is strictly prohibited.

Exceeding the Threshold: Any submitted work exceeding the 15% quantitative threshold shall be deemed prima facie evidence of academic misconduct and referred to the appropriate disciplinary committee.

4.4 Prohibited and Restricted Applications

The following practices are categorically prohibited and constitute severe breaches of academic integrity:

Wholesale AI Generation: Submitting wholly or substantively AI-generated essays, project chapters, or computer programs as one's personal intellectual labor.

Unauthorized Examination Use: Using AI tools during in-person, hybrid, or online proctored examinations, tests, or quizzes without explicit written authorization.

Synthetic Data Fabrication: Fabricating empirical data, survey responses, or experimental measurements using generative algorithms.

Algorithmic Camouflage: Utilizing AI tools to rewrite or spin plagiarized source material to circumvent text-matching detection platforms.

SECTION 5: THE AI ASSESSMENT SCALE (AIAS) AND SYLLABUS DIRECTIVES

5.1 Standardized AI Assessment Scale Framework

To eliminate ambiguity between lecturers and students, Southern Delta University formally adopts the 5-Level AI Assessment Scale (AIAS) (Furze et al., 2024). Every course lecturer MUST assign a designated AIAS level to each assignment and examination in the course syllabus:

AIAS Level	Descriptive Designation	Permissible Boundaries & Submission Requirements
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Level 1: NO AI (Strict Prohibition)	Complete Human Production	Assessment completed entirely without AI assistance. AI tools must NOT be used at any point (e.g., in-person closed-book exams, handwritten tests, foundational writing). Any AI usage constitutes cheating.
Level 2: AI-ASSISTED IDEATION	Brainstorming & Structuring	AI permitted solely for preliminary idea generation, structuring outlines, and overcoming writer's block. Zero AI content permitted in final submission. Students must retain prompt logs.
Level 3: AI-ASSISTED EDITING	Grammar & Style Polishing	AI permitted to refine clarity, syntax, and phrasing of student-authored text. No new ideas or arguments generated by AI. Original pre-edited draft must be retained and submitted in appendix if requested.
Level 4: AI TASK COMPLETION WITH HUMAN EVALUATION	Collaborative In-Depth Engagement	AI used to complete specific components (e.g., code snippets, literature comparison). Student must critically analyze, critique, fact-check, and evaluate AI output. Mandatory AI Disclosure Statement required.
Level 5: FULL AI INTEGRATION (Co-Pilot Paradigm)	Advanced Human-Machine Symbiosis	AI utilized dynamically as an exploratory co-pilot throughout the project (e.g., software engineering sprints, digital design portfolios). Students evaluated on prompt engineering, architectural synthesis, and mastery.

5.2 Institutional Syllabus Policy Options

Course lecturers must select one of the following three standard clauses and embed it verbatim within their approved course syllabi distributed at the start of each semester:

SYLLABUS STATEMENT: OPTION A (NO AI PERMITTED)

Option A: Strict Prohibition (AIAS Level 1)

"The use of generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, Copilot) is strictly prohibited in this course. Every assignment, report, and examination must be completed entirely by the

student. Any unauthorized utilization of AI will be treated as an academic integrity violation and referred to the Examination Malpractice Panel in accordance with SDU Policy."

SYLLABUS STATEMENT: OPTION B (CONDITIONAL USE)

Option B: Controlled Conditional Use (AIAS Levels 2 – 3)

"Generative AI is permitted in this course solely for preliminary brainstorming and language polishing. Students must not generate substantive paragraphs or arguments with AI. Any student utilizing AI must append an AI Transparency Statement and submit their original unedited draft upon request. Failure to disclose constitutes academic dishonesty."

SYLLABUS STATEMENT: OPTION C (ACTIVE COLLABORATION)

Option C: Integrated Collaborative Adoption (AIAS Levels 4 – 5)

"Generative AI is embraced in this course as a cognitive co-pilot. Students are required to utilize AI to generate data comparisons, code modules, or preliminary models, and then critically evaluate, audit, and contextualize the output. Full prompt logs and tool disclosure must accompany all submissions. Assessment evaluates the quality of student critique and synthesis."

SECTION 6: DIFFERENTIATED ASSESSMENT RUBRICS AND DUAL-TRACK GRADING

6.1 Dual-Track Evaluation Philosophy

In alignment with world best practices, Southern Delta University implements a dual-track assessment model. When an assignment permits AI assistance (AIAS Levels 2 to 5), lecturers must establish differentiated evaluation weightings for AI-assisted versus unassisted submissions. Because AI-assisted students leverage automated efficiencies, they are evaluated against a higher baseline of critical synthesis, factual verification, and contextual sophistication:

Assessment Criteria	AI-Assisted Weighting (Max 50 Pts)	Unassisted Work Weighting (Max 50 Pts)
Conceptual Formulation & Topic Definition	5 Points (Assessing prompt precision & problem framing)	5 Points (Assessing independent thematic development)
Originality of Argument & Critical Critique	10 Points (Must critique & transcend AI generalities)	12 Points (Original analytical thesis development)
Depth of Discussion, Context & Local	12 Points (Demanding local Delta	14 Points (Comprehensive literature

Evidence	State / Nigerian context)	synthesis & mastery)
Verification, Source Fact-Checking & Accuracy	8 Points (Auditing AI hallucinations & verifying DOIs)	5 Points (Standard citation compliance)
Attribution, Prompt Log Transparency & Ethics	5 Points (Full submission of prompts & tool metadata)	4 Points (Disciplinary citation mechanics)
Scholarly Synthesis, Style & Authorial Voice	10 Points (Integrating AI into authentic authorial voice)	10 Points (Writing eloquence, structure & clarity)

6.2 Accounting for Paid versus Free Subscription Disparities

The university recognizes that commercial AI subscription tiers (e.g., ChatGPT Plus/GPT-4, Claude 3.5 Sonnet, Gemini Advanced) generate significantly more coherent, accurate, and nuanced outputs than free foundational models, creating an equity divide. Lecturers must require students to disclose the exact subscription tier utilized. Where verified disparities exist, lecturers shall calibrate grading baselines, demanding higher demonstrative mastery and deeper critical critique from students employing advanced commercial platforms.

SECTION 7: MANDATORY AI TRANSPARENCY AND ATTRIBUTION PROTOCOLS

7.1 Affirmative Duty of Disclosure

Transparency is the bedrock of academic honesty. Southern Delta University mandates that whenever artificial intelligence tools are utilized to inform, generate, edit, or analyze academic work, full disclosure is legally and ethically obligatory. Failure to disclose constitutes prima facie deception.

7.2 Mandatory Submission Appendix Elements

All submitted academic work that has engaged AI tools must include a mandatory Technical Appendix containing:

- 1. Tool Identification:** Exact software application, model version, and subscription tier (e.g., 'OpenAI ChatGPT-4o, Enterprise Tier' or 'Anthropic Claude 3.5 Sonnet, Free Tier').
- 2. Operational Dates:** Chronological record of dates and times the AI system was consulted.
- 3. Purpose and Scope:** Specific functional role of the AI (e.g., 'Drafting preliminary Python scraping scripts' or 'Grammatical polishing of Section 2.3').
- 4. Prompt Logs:** Verbatim text of prompts entered into the system, accompanied by screenshots or exported chat transcripts of major generated outputs.
- 5. Critical Reflection:** A concise reflective commentary explaining how the student verified factual accuracy, eliminated biases, and modified the output into original prose.

7.3 Citation Formatting Standards Across Academic Disciplines

AI-generated material must be formally cited using the approved citation conventions of the relevant academic faculty:

APA 7th Edition (Social & Environmental Sciences): Author. (Year). System Name (Version) [Large language model]. URL. Example: OpenAI. (2024). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>. In-text: (OpenAI, 2024).

MLA 9th Edition (Humanities & Arts): 'Description of prompt.' System Name, version, Publisher, Date, URL. Example: 'Explain Navier-Stokes existence proof.' ChatGPT, 4o version, OpenAI, 12 Oct. 2026, chat.openai.com.

IEEE Style (Engineering & Computing): [1] OpenAI ChatGPT-4, 'Python simulation of finite difference methods,' Mar. 2026. [Online]. Available: <https://chat.openai.com>.

SECTION 8: UNETHICAL AI PRACTICES, ALGORITHMIC MISCONDUCT, AND PROHIBITED ACTIONS

The university explicitly codifies the following actions as serious forms of academic, professional, and ethical misconduct:

- 1. Direct AI Ghost-Authorship:** Submitting an essay, project chapter, or dissertation wholly or substantively drafted by an AI system as one's personal creative work.
- 2. Hallucinatory Citation Fraud:** Fabricating non-existent literature citations, phantom journal DOIs, or fictitious book titles produced by algorithmic hallucinations.
- 3. Algorithmic Camouflage & Text Spinning:** Utilizing AI tools to systematically paraphrase, spin, or disguise previously plagiarized content to evade similarity detection software.
- 4. Synthetic Data Fabrication:** Using AI platforms to generate falsified lab observations, fraudulent survey responses, or simulated experimental metrics.
- 5. Deepfake & Synthetic Identity Fraud:** Generating unauthorized synthetic media, voice clones, or deepfake videos to deceive, harass, or defame members of the university community.
- 6. Algorithmic Bias & Discrimination:** Deploying algorithmic grading, admissions screening, or staff evaluation tools that incorporate unmitigated racial, ethnic, or gender biases.
- 7. Data Exfiltration & Privacy Breaches:** Uploading confidential institutional records, proprietary research findings, or unredacted student transcripts into public cloud AI systems.
- 8. Unauthorized Examination Infiltration:** Using AI tools during in-person or remote invigilated examinations without express authorization from the Chief Examiner.

SECTION 9: TIERED DISCIPLINARY SANCTIONS FOR STUDENTS AND ACADEMIC STAFF

In accordance with natural justice and the SDU Disciplinary Statutes, sanctions for AI misconduct are progressive, proportional, and calibrated across four severity tiers:

Misconduct Tier & Severity	Student Sanctions (Undergraduate & Postgraduate)	Academic Staff Sanctions
Tier 1: Minor / Developmental	Mandatory revision under instructor	Formal written advisory letter from

(First-time failure to disclose AI; minor unverified citations; GenAI text < 20%)

supervision.

- Deduction of 20% on assignment marks.
- Formal written counseling note placed on departmental record.

Faculty Dean.

- Mandatory attendance at SDU AI Ethics Workshop at staff expense.
- Revision of publication or lecture materials.

Tier 2: Moderate Misconduct (Second failure to disclose; substantive text spinning; GenAI text 20% – 40%)

- Award of Zero (0) grade on affected coursework.
- Deferral of undergraduate project / thesis oral defense.
- Formal Dean's Warning Letter logged on academic dossier.

- Formal Senate Warning Letter.
- Forfeiture of university research grants and travel sponsorships for 2 years.
- Denial of annual promotional appraisal for two (2) academic sessions.

Tier 3: Severe Misconduct (Wholesale AI ghostwriting; synthetic data fabrication; GenAI text > 40%; exam infiltration)

- Total cancellation of degree project / thesis.
- Immediate referral to Senate Examination Malpractice Panel.
- Academic suspension for one to two (1 - 2) academic semesters.

- Immediate referral to Senior Staff Disciplinary Committee.
- Demotion by one (1) or two (2) academic ranks.
- Removal from headship, deanship, or committee leadership.

Tier 4: Egregious / Recidivist (Commercial contract cheating; deepfake fraud; repeated Tier 3 offenses)

- Summary expulsion from Southern Delta University.
- Permanent transcript notation of academic dishonesty.
- Revocation of previously conferred higher degrees.

- Summary dismissal / termination of appointment from university service.
- Revocation of professorial titles.
- Formal reporting to regulatory councils (NUC, COREN, SURCON).

SECTION 10: ARTIFICIAL INTELLIGENCE IN SCIENTIFIC RESEARCH AND INTELLECTUAL PROPERTY

10.1 Responsible Research Practices

The university enthusiastically encourages the application of AI tools to accelerate research across all academic disciplines, including data analytics, scientific literature synthesis, molecular modeling, and automated pattern recognition. However, researchers must preserve the integrity of the scientific record by adhering to strict research protocols:

1. Methodological Reproducibility: All research publications, monographs, conference papers, and grant applications involving AI must explicitly detail the model architectures, hyperparameters, training datasets, and software environments utilized, ensuring absolute scientific reproducibility.

2. Data Integrity and Verification: Researchers are strictly prohibited from utilizing AI systems to fabricate, alter, or manipulate empirical data, clinical records, survey returns, or experimental readings.

3. Algorithmic Bias Auditing: Principal investigators must actively audit training datasets and model outputs for demographic, geographic, or gender biases, documenting bias-mitigation techniques (e.g., data augmentation, re-weighting).

10.2 Authorship and Legal Attribution Principles

In alignment with global standards codified by COPE (Committee on Publication Ethics) and leading international journals:

Prohibition of AI Authorship: Artificial intelligence tools (including ChatGPT, Claude, and Gemini) CANNOT be credited as authors or co-authors on any academic paper, project, or thesis. Authorship carries moral, legal, and intellectual accountability that can only be borne by human researchers.

Methodological Disclosure: The contribution of AI systems must be formally acknowledged in the Methodology section or Acknowledgments section of the published manuscript.

10.3 Intellectual Property Rights and Commercialization

Under SDU Intellectual Property Guidelines:

Human Ownership: Original scholarly prose, creative designs, and software architectures created by students or staff utilizing AI as an assistive tool remain the intellectual property of the human creators, provided the creation adheres to acceptable use parameters.

Institutional Data Rights: Where AI models are developed, trained, or fine-tuned utilizing proprietary university datasets or university computational infrastructure, Southern Delta University retains joint intellectual property rights and commercialization licensing interests.

SECTION 11: AI IN UNIVERSITY ADMINISTRATION, EMIS, AND QUALITY ASSURANCE

11.1 Administrative Automation and Workflow Optimization

Southern Delta University shall strategically deploy AI technologies to modernize administrative operations, eliminate bureaucratic bottlenecks, and elevate institutional productivity. Priority domains include:

1. Virtual Student Assistants: Deploying 24/7 intelligent conversational bots on university portals to resolve prospective student admissions inquiries, course registration guidance, and fee payment protocols.

2. Predictive Scheduling: Integrating predictive machine learning algorithms within the university Education Management Information System (EMIS) to forecast course enrollment demands and optimize timetable scheduling.

3. Administrative Workflow Processing: Automating routine document categorization, transcript processing, and financial invoice reconciliations within the Registry and Bursary divisions.

11.2 Education Management Information Systems (EMIS) and Learning Analytics

The university shall integrate advanced learning analytics platforms to analyze student interaction data across Learning Management Systems (LMS). Algorithms will identify students exhibiting early indicators of academic struggle or attrition risk, triggering timely, non-punitive academic counseling interventions. However, all predictive profiles must remain transparent to the affected students and strictly confidential.

11.3 AI for Academic Quality Assurance (QA)

The Directorate of Academic Planning and Quality Assurance shall leverage AI tools to evaluate teaching effectiveness, analyze institutional assessment outcomes, and identify curriculum gaps across academic departments. All QA analyses shall adhere to the principle of Human-in-the-Loop; automated data outputs shall inform, but never dictate, academic resource allocations, faculty appraisals, or program accreditations.

SECTION 12: AI FOR COMMUNITY SERVICE, AGRICULTURAL INNOVATION, AND REGIONAL IMPACT

12.1 Mission of Societal Upliftment

Southern Delta University was founded to serve as an intellectual and technological catalyst for the Niger Delta region. The university mandates that AI innovation must not remain confined within academic laboratories but must actively address pressing socioeconomic challenges faced by host communities in Delta State.

12.2 Priority Regional Impact Domains

The Senate Committee on AI, in collaboration with the Faculty of Agriculture and Faculty of Engineering, shall prioritize AI deployment in four critical regional areas:

- 1. Precision Agriculture & Food Security:** Developing computer-vision mobile applications for smallholder farmers to detect cassava mosaic disease, oil palm pest infestations, and poultry viral outbreaks; utilizing predictive AI models for soil nutrient optimization and yield forecasting.
- 2. Flood Vulnerability & Ecological Modeling:** Deploying machine learning models trained on satellite remote-sensing data to predict seasonal Niger Delta flood vulnerabilities, model coastal erosion, and guide municipal disaster preparedness.
- 3. Public Health Intelligence:** Deploying multilingual AI conversational agents to disseminate public health advisories regarding water-borne illnesses, maternal healthcare, and epidemic prevention in indigenous Delta languages (Urhobo, Isoko, Itsekiri, Izon, Anioma).
- 4. Cultural Heritage Preservation:** Applying natural language processing to digitize, record, and translate indigenous oral histories, cultural folklore, and customary legal traditions.

SECTION 13: DATA PRIVACY, CYBERSECURITY, AND NDPA 2023 REGULATORY COMPLIANCE

13.1 Regulatory Alignment with the Nigeria Data Protection Act (NDPA) 2023

Statutory Compliance: Southern Delta University is legally and ethically bound to uphold the highest standards of data privacy. The deployment of all AI tools, cloud platforms, and automated processing systems must strictly comply with the Nigeria Data Protection Act (NDPA) 2023 and the guidelines of the Nigeria Data Protection Commission (NDPC).

13.2 Privacy-by-Design and Informed Consent Protocols

The Directorate of ICT and all research project directors must enforce the following mandatory data safeguards:

- 1. Informed Consent:** Any AI system collecting personal, biometric, or academic performance data from students or staff must secure explicit, informed, written consent detailing the exact data lifecycle, storage location, and processing purposes.
- 2. Data De-Identification:** All datasets utilized for AI model training or research analysis must undergo rigorous cryptographic anonymization or pseudonymization to prevent re-identification.
- 3. Prohibition of Commercial Exploitation:** When utilizing commercial plagiarism or AI detection tools (e.g., Turnitin), administrators must configure settings to 'Do Not Store in Global Repository' to prevent external commercial monetization of student intellectual property.
- 4. Robust Cybersecurity Infrastructure:** All university databases interfacing with AI platforms must deploy end-to-end encryption protocols (AES-256 standard), multi-factor authentication, and regular penetration testing.

SECTION 14: INCLUSIVITY, DIVERSITY, AND SPECIAL EDUCATION NEEDS (SEND)

14.1 Commitment to Universal Design for Learning (UDL)

Equity Mandate: Southern Delta University affirms that AI must serve as an engine of inclusion rather than a barrier. In alignment with the university's Inclusivity, Diversity, and Equity Policy, the university commits to deploying assistive AI technologies that level the playing field for students with Special Education Needs and Disabilities (SEND).

14.2 Assistive AI Technologies for SEND Students

The university shall provide institutional licensing and physical lab accommodations for the following assistive tools:

- 1. Hearing Impairment Support:** Speech-to-text live captioning systems and visual sign-language translation avatars (e.g., Huawei StorySign) for deaf and hard-of-hearing scholars.
- 2. Visual Impairment Support:** AI-powered screen readers, neural text-to-speech synthesizers, and automated tactile diagram converters for visually impaired students.
- 3. Neurodiversity & Dyslexia Support:** Specialized algorithmic learning environments (e.g., Dytective) that diagnose dyslexia and offer personalized phonological training exercises.

4. Physical Mobility Accommodations: Telepresence robots and conversational companions for students experiencing severe physical disabilities or chronic medical conditions, ensuring uninterrupted classroom engagement.

SECTION 15: INSTITUTIONAL GOVERNANCE, AI WORKING GROUP, AND COMMITTEE ARCHITECTURE

To ensure seamless coordination and rigorous institutional oversight, Southern Delta University establishes a four-tier governance structure:

15.1 The Senate Committee on Artificial Intelligence and Plagiarism Policies

Membership: Composition: Senior Professor of Computing / Mathematics (Chairperson), Director of Academic Planning, Director of ICT, University Librarian, Dean of Student Affairs, Legal Officer, Two Student Union Representatives, and Faculty Representatives.

Terms of Reference: Mandate: Supreme institutional authority for AI policy formulation, reviewing faculty AI proposals, auditing institutional compliance, updating regulatory thresholds, and advising the Vice-Chancellor on emerging cognitive technologies.

15.2 The Faculty AI & Academic Integrity Panels (FAIP)

Membership: Composition: Faculty Dean (Chairperson), Faculty ICT Officer, Heads of Department, and Faculty Examination Officer.

Terms of Reference: Mandate: Approving faculty-specific AI course guidelines, vetting AI use cases in departmental research, conducting preliminary hearings on reported student AI misconduct, and recommending disciplinary actions to Senate.

15.3 The University AI Working Group (Tactical Implementation Unit)

Membership: Composition: University AI Specialist (Lead Coordinator), Instructional Designers from the Directorate of Academic Planning, ICT Systems Engineers, Library Information Specialists, and SEND Inclusion Coordinators.

Terms of Reference: Mandate: Operational testing of emerging AI tools, maintaining the Central AI Use-Case Registry, monitoring detection software reliability, delivering campus-wide training clinics, and conducting bi-annual technological evaluations.

15.4 Standard Operating Procedures for Investigating AI Misconduct

All allegations of AI misconduct must proceed through a four-stage standard operating procedure: (1) Written Allegation and Technical Audit; (2) Multi-Engine Comparative Verification (Turnitin, Drillbit, Checker X); (3) Fair Hearing and Viva Voce Defense; and (4) Committee Deliberation and Sanction Transmittal to Senate.

SECTION 16: TECHNICAL INFRASTRUCTURE, HIGH-PERFORMANCE COMPUTING, AND TETFUND INTEGRATION

16.1 Computational Infrastructure Requirements

Modern AI research and deep learning models demand substantial computational capacity that surpasses standard CPU-based campus laboratories. Southern Delta University shall establish a state-of-the-art computational backbone comprising:

- 1. High-Performance GPU Clusters:** Establishing a centralized High-Performance Computing (HPC) laboratory equipped with enterprise Graphics Processing Units (GPUs) (e.g., NVIDIA A100/H100 clusters) to support deep neural network training, computer vision rendering, and complex industrial mathematics simulations.
- 2. Scalable Petabyte Storage:** Deploying secure, hybrid-cloud enterprise storage systems capable of scaling to multi-petabyte datasets while maintaining automated encryption and backup redundancies.
- 3. Low-Latency Network Infrastructure:** Upgrading campus fiber-optic backbones and implementing redundant satellite internet gateways to deliver high-bandwidth, ultra-low-latency connectivity to all academic departments.

16.2 Sustainable Funding Model and TETFUND Integration

To ensure financial sustainability, the university establishes a diversified funding consortium:

- 1. University Capital Allocation:** Direct budgetary allocation of 3% of the university's annual internally generated revenue (IGR) toward AI software licensing and infrastructure maintenance.
- 2. TETFUND Intervention Funding:** Aggressively targeting the Tertiary Education Trust Fund (TETFUND) National Research Fund (NRF) and ICT Support Intervention windows to secure grants for enterprise AI laboratory construction and software subscriptions.
- 3. Public-Private Partnerships:** Partnering with global technology corporations (e.g., Google, Microsoft, IBM, Huawei, Cisco) for subsidized cloud compute credits, hardware donations, and joint innovation hubs.
- 4. Alumni & Philanthropic Endowments:** Leveraging university alumni chapters and philanthropic endowments to establish named research chairs in Artificial Intelligence and Computational Science.

SECTION 17: CAPACITY BUILDING, FACULTY DEVELOPMENT, AND CAMPUS-WIDE AI LITERACY

17.1 Universal AI Literacy Initiative

The university recognizes that policies without education produce resentment and evasion. SDU Ozoro launches the Universal AI Literacy Initiative, designed to dismantle technological myths and equip every member of the academic community with foundational AI competencies.

17.2 Multi-Tiered Training Programs

The AI Working Group and the Centre for Excellence in Teaching and Learning shall execute targeted training curricula:

1. Undergraduate Scholars: Mandatory introductory modules on digital citizenship, prompt engineering, critical evaluation of algorithmic outputs, and ethics integrated into General Studies (GST) courses for all 100-level students.

2. Postgraduate Researchers: Advanced workshops on quantitative data analytics, neural network architectures, specialized academic search tools, and research reproducibility for all Master's and Doctoral candidates.

3. Academic Teaching Staff: Continuous Professional Development (CPD) clinics on authentic assessment redesign, AI-assisted pedagogical scaffolding, detection tool interpretation, and copyright management.

4. Administrative Staff: Practical workshops on administrative automation, document workflow optimization, data privacy compliance, and cybersecurity hygiene for registry and bursary personnel.

17.3 Community Sensitization: 'SDU AI Cafés'

To foster an open, informal culture of dialogue, the university library shall host monthly 'AI Cafés' — informal town-hall forums where students, lecturers, ethicists, and industry guests debate emergent technologies, discuss ethical dilemmas, and explore creative AI applications.

SECTION 18: INSTITUTIONAL SWOT ANALYSIS AND STRATEGIC RISK MITIGATION

To inform strategic planning and ensure dynamic risk management, the university conducted an exhaustive institutional SWOT analysis:

Strategic Dimension	Institutional Realities & Strategic Action Plans
STRENGTHS (Internal Assets)	• Strong institutional leadership and proactive Senate commitment. • Robust mathematical, computing, and engineering faculty expertise. • Comprehensive, forward-looking policy framework integrating global best practices. • Agility as a rapidly expanding, technology-focused state university.
WEAKNESSES (Internal Gaps)	• Constrained initial high-performance GPU computing infrastructure. • Variations in faculty digital competence and initial resistance to pedagogical change. • High recurrent costs associated with enterprise software and cloud compute licensing. • Unreliable national power grid supply requiring dedicated renewable micro-grids.
OPPORTUNITIES (External Prospects)	• Accessing TETFUND NRF and ICT intervention funding windows. • Forming public-private training partnerships with

global technology leaders (Microsoft, Google, IBM).

- Leading agricultural and environmental AI innovation across the Niger Delta region.
- Pioneering hybrid, multimodal lifelong learning micro-credentials for workforce upskilling.

THREATS (External Vulnerabilities)

- Rapidly evolving LLM capabilities outpacing traditional detection mechanisms.
- Widening digital divide penalizing socio-economically disadvantaged students.
- Cybersecurity threats, data privacy breaches, and algorithmic hallucinations.
- Brain-drain of skilled local computational and AI personnel to foreign technology hubs.

SECTION 19: MONITORING, EVALUATION, POLICY AUDITING, AND REVIEW SCHEDULES

19.1 Continuous Monitoring Architecture

To ensure this policy remains effective, responsive, and grounded in empirical realities, the Directorate of Academic Planning and the AI Working Group shall execute the following continuous monitoring activities:

- 1. Semi-Annual Policy Awareness Audits:** Administering campus-wide digital surveys every six (6) months to measure student and faculty policy awareness, tool adoption rates, and emerging concerns.
- 2. Central AI Use-Case Registry:** Maintaining a centralized institutional registry documenting all officially approved AI tools, instructional plugins, and research use cases deployed across departments.
- 3. Training Effectiveness Metrics:** Conducting formal evaluations following each capacity-building clinic to measure training efficacy and pedagogical impact.
- 4. Incident Logging and Resolution Tracking:** Maintaining a confidential integrity incident logging database to track reported cases of AI misconduct, false-positive detection disputes, and resolution timelines.

19.2 Biennial Comprehensive Review Cycle

Statutory Review: Recognizing that the velocity of artificial intelligence innovation makes static regulations obsolete within months, this policy manual shall undergo mandatory comprehensive review every two (2) years. The Senate Committee on Artificial Intelligence shall present a formal Institutional AI Status Report to Senate at the close of every biennial cycle, incorporating stakeholder feedback, empirical audit data, and emerging technological developments.

19.3 Event-Driven Accelerated Review Protocols

Accelerated Triggers: In addition to scheduled biennial reviews, the Vice-Chancellor or University Senate may mandate an immediate, event-driven policy review upon the occurrence of: (1) Major frontier AI breakthroughs (e.g., emergence of autonomous AGI systems); (2) National regulatory shifts enacted by the Federal Government or NUC; or (3) Significant institutional data security incidents.

SECTION 20: APPENDICES, STATUTORY SCHEDULES, AND MODEL IMPLEMENTATION INSTRUMENTS

20.1 Appendix A: Model Student AI Transparency Declaration Form

FORM A: STUDENT AI TRANSPARENCY COVENANT

SOUTHERN DELTA UNIVERSITY, OZORO — AI TRANSPARENCY DECLARATION FORM

Student Full Name: _____

Matriculation Number: _____ Department: _____

Faculty: _____ Degree / Programme: _____

Course Code & Title: _____

Title of Submitted Work: _____

Assigned AIAS Level for Assessment: ☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5

1. I solemnly certify that this submitted work represents my own original intellectual labor, except where explicit attribution and documentation have been made.

2. Did you utilize Generative AI tools in completing this submission? ☐ YES ☐ NO

3. If YES, specify the AI Tool(s) & Subscription Version: _____

4. Specific Purpose of AI Use: ☐ Brainstorming ☐ Proofreading ☐ Code Debugging ☐ Task Completion

5. I affirm that total AI-assisted narrative content DOES NOT exceed the approved 15% institutional ceiling.

6. I confirm that all literature citations have been independently verified against original primary sources.

7. I have appended full prompt logs and tool transcripts as required by university policy.

Student Signature: _____ Date: _____

20.2 Appendix B: Model Course Syllabus AI Policy Addendum Template

FORM B: COURSE SYLLABUS TEMPLATE

SOUTHERN DELTA UNIVERSITY, OZORO — COURSE SYLLABUS AI ADDENDUM

Course Code: _____ Course Title: _____

Department: _____ Academic Session / Semester: _____

Course Lecturer: _____ Office Location: _____

1. Course AI Posture: ☐ Prohibited (AIAS 1) ☐ Conditional (AIAS 2-3) ☐ Integrated (AIAS 4-5)
 2. Assessment Expectations: Detail permissible AI assistance for individual assignments, tests, and group projects.
 3. Attribution Directive: Require students to attach Form A and maintain prompt logs for all submitted coursework.
 4. Academic Integrity Warning: Any undisclosed or excessive AI generation (>15%) constitutes academic dishonesty.
 5. Office Hours for AI Consultation: Provide dates/times for students to discuss responsible tool adoption.
- Lecturer's Signature: _____ Date: _____

20.3 Appendix C: Inventory of AI Detection Tools and Forensic Limitations

To assist academic evaluators, the university catalogs approved detection tools while emphasizing their technical limitations:

- 1. Turnitin AI Writing Detector:** Enterprise plagiarism platform featuring integrated AI-writing probability indicators. Limitations: Exhibits variable false-positive rates on non-native English writing; scores must be treated as diagnostic alerts, NOT forensic proof.
- 2. Drillbit Plagiarism Software:** Cost-effective, high-throughput text-matching engine deployed for undergraduate screening. Limitations: Best suited for verbatim overlaps; limited detection against advanced text spinners.
- 3. Checker X:** Specialized desktop screening tool deployed across postgraduate boards for comparative text alignment. Limitations: Requires side-by-side reference text for deep forensic validation.
- 4. Open-Access Perplexity Detectors:** Open-source tools (GPTZero, Copyleaks, Quillbot Detector) analyze text perplexity and burstiness. Limitations: Vulnerable to intentional prompt evasion and paraphrasing tools.

20.4 Appendix D: Statutory Scholarly References and Benchmarking Authorities

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