



COLLECTION OF DECISIONS AND ORDINANCES OF THE UNIVERSITY OF SOUTH BOHEMIA IN ČESKÉ BUDĚJOVICE

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Rector's Ordinance on the use of artificial intelligence in the preparation of student papers at the University of South Bohemia in České Budějovice

Article 1 Introductory provisions

- 1) This ordinance sets out the basic rules for **the ethical, creative and safe use** of artificial intelligence (hereinafter also referred to as 'AI') in the creation of student papers at the University of South Bohemia in České Budějovice (hereinafter also referred to as 'USB'). Among other things, it classifies the possible use of AI tools (particularly generative ones) in such papers into three categories in terms of the obligation to declare and specify such use, defines a binding procedure for this declaration and specification, and clearly delineates the impermissible use of AI under any circumstances.
- 2) For the purposes of this ordinance, **'student papers'** are understood collectively to mean both written papers (in particular bachelor's, master's, diploma, rigorosum theses, dissertations, term papers and seminar papers), as well as non-written final theses or non-written parts of final theses (e.g. artistic and audiovisual works, generated data or computer codes) by USB students.
- 3) For the purposes of this ordinance, **'theses'** collectively refer to bachelor's, master's, diploma, rigorosum, and doctoral theses, whether in written or (partially) non-written form.
- 4) **The author of a student paper** is the person who, in connection with their studies, produces the thesis on the basis of a clearly defined assignment (hereinafter referred to as the 'author').
- 5) Although AI tools have proven their usefulness, their use is also associated with a number of drawbacks, whether of a practical or ethical nature, which are particularly relevant to the areas of education and research that are fundamentally linked to creative activity. The University supports its students in using AI in ways that contribute to their education and responsible research activities. The ethical, creative and safe use of AI, which further **develops students' critical thinking and creative skills**, is considered essential. The uncritical adoption of AI outputs may lead not only





to the adoption of a range of errors, mistakes or (un)intentionally distorted information, but in extreme cases, also to situations where the student's creative process is completely reduced to the passive adoption of generated content (which may, moreover, bear signs of plagiarism).

- 6) For the sake of simplicity, this ordinance adopts the generic masculine form in its text.

Article 2

The use of AI in the creation of student papers

- 1) **Permissible use of AI.** The use of AI tools in the preparation of student papers can be divided into three basic categories according to the degree of risk involved, and the associated need to declare and specify such use:
 1. **AI as a formal support tool.** Tools that primarily serve to make formal edits to the work and do not affect its content. These include, for example, tools enabling spell-checking, basic grammatical and stylistic edits, or citation managers. Their use shall be mentioned in the form of a declaration in the introductory statement of the student's work, but it is not necessary to specify them in greater detail unless this is explicitly and transparently stated in the paper's assignment. **Specific methods of using AI in this category are set out in Annexe 1 to this ordinance.**
 2. **AI as an information and analytical tool.** Tools that can be used to search for information, whether it be specialist information on a given topic or academic publications; tools that perform translations or analyse academic publications; or certain data processing tools. It is the author's sole responsibility to verify the accuracy and relevance of all information obtained in this way. The student must mention the use of these tools in a declaration in the introductory statement of their paper. More detailed specifications of their use in the methodology section of the paper then depend on the type of use; for example, it is not necessary when using AI as a supportive orientation tool, but it is necessary if the AI outputs are adopted with only minimal content reworking. **Specific ways of using AI in this category and the necessity for more detailed specifications of their use are set out in Annexe 2 to this ordinance.**
 3. **AI as a tool for creating original content.** This category is the riskiest and includes tools usable for creating original content, for example to gain inspiration for the structure of the paper or ideas for the content of certain parts of the paper, for the creation or interpretation of data, or for the generation of images. The use of such AI tools must be mentioned in the form of a declaration in the introductory statement of the student's paper and must always be specified in detail in the methodology section of the work. Here too, it is the author's full responsibility



to verify the accuracy and relevance of all information obtained in this way. **Specific methods of using AI in this category are set out in Annexe 3 to this ordinance.**

- 2) **Prohibited use of AI.** Not all methods of using AI are permissible for the preparation of student papers. **Prohibited methods of using AI**, which include in particular the generation of key parts of the work, the use of non-existent citations, or the input of sensitive data, personal data, or internal USB data into unauthorised AI tools, **are set out in Annexe 4 to this ordinance.**

Article 3

Security aspects of AI use

- 1) The use of AI tools carries certain security risks. For example, data entered into AI tools may be used for further model training or shared with third parties without the user's knowledge. At the University of South Bohemia (USB), this could, for instance, compromise the protection of intellectual property or personal data, with potential legal, financial or reputational consequences for USB.
- 2) For working with sensitive data, personal data or USB internal data, only Microsoft 365 Copilot may be used, and only via a University account, as USB has contractually secured an adequate level of security for this tool.
- 3) The full rules for the secure use of AI at USB are set out [in the Directive of the USB Cybersecurity Management Committee \(ISMS-S-007\)](#). The obligation to comply with this Directive applies whenever AI tools are used on a University computer or after connecting to the USB network via a University account. A breach of the security rules specified in this Directive also constitutes a breach of this ordinance.

Article 4

Principles of responsible use of AI in education and research

Some student papers at USB are of a research nature. The European Commission has drawn up ['Guidelines for the Responsible Use of Generative AI in Research'](#), which contain six fundamental principles for researchers regarding the use of generative AI. USB endorses these principles as important guiding principles and a framework of values for the use of generative AI in education and research:

- 1. Authors are responsible for the results of their research.** Falsifying or distorting data is unacceptable, even if it occurs when using generative AI. It is essential to be aware of the limitations of generative AI and never to use its outputs in their unaltered form. It is essential to carefully check



citations and verify all AI outputs. AI should be used as a supporting tool, not as a substitute for creative activity, such as formulating one's own claims, conclusions, arguments and interpretations. It is precisely the researchers' own interpretation, based on their knowledge and ingenuity, that transforms research results into scientific knowledge.

2. Generative AI tools must be used transparently. Any significant use of AI for the creation of text, computer code, data processing, calculations or image generation must always be acknowledged. AI can never be named as a co-author, just as one cannot claim to be the author of texts or other content generated by AI. The only generally accepted situation in which it is not necessary to specify the use of AI is the improvement of the grammatical and stylistic quality of a text (editing the form, not generating the content).

3. Be cautious about sharing sensitive or protected information via AI tools. Data entered into AI may be used for other purposes, whether by the AI provider or third parties, as well as for further training of AI models. Entering protected or sensitive information into AI tools can therefore be very risky. Protected data includes, for example, unpublished, patented or licensed data, research datasets or project proposals. Sensitive data includes personal data, in particular data relating to other individuals, which must not be entered into AI without their consent.

4. It is essential to comply with national and international legislation. The use of AI-generated outputs may constitute plagiarism. This is similar to using text from articles without citing the source. If the generated output contains personal data, particular caution is warranted. It is inadvisable to use AI to create and disseminate false information.

5. In the area of responsible and sustainable use of AI tools, it is advisable to engage in continuous learning. It is advisable to take an interest in best and safest practices regarding the use of AI tools and to share them with those around you. It is also important to bear in mind that both the training and use of AI tools are highly energy-intensive activities that generate a significant carbon footprint.

6. We must refrain from the inappropriate use of AI in assessment or other activities that may affect others. Honesty and respect are the key ethical values in this regard. We must demonstrate respect by carrying out these activities ourselves. It is still possible to use AI to generate certain basic information, but the final decisions and the arguments behind them should be our own.

Article 5 Assignment of student papers

- 1) A dual approach to AI is becoming increasingly prevalent: an emphasis on the ability to work both with and without AI tools, particularly when it comes to generative AI based on large language



models. It is therefore legitimate for the supervisor of a student's paper to decide that some, or even no, AI tools are permitted during its preparation.

- 2) Any restrictions on the use of AI in the preparation of a student paper must always be explicitly and transparently specified in the assignment brief for the given paper or in the faculty's internal regulations.
- 3) It is recommended that student papers that are assigned are not merely of a compilation or report nature. Where possible, it is recommended that such assignments require the student's own contribution and a specific section devoted to their own critical evaluation of the topic.

Article 6 **Declaration and specification of AI use**

This article sets out the following **binding procedure for declaring the use or non-use of AI tools** in the preparation of a student's papers:

1. **Declaration No. 1** – At the beginning of the paper, the author shall state one of the following texts, building on the standard declaration defined in Article 2(2) of Rector's Ordinance R 452 on the publication of bachelor's, master's, doctoral, rigorosum, and habilitation theses:
 - a) 'I declare that I have not used any AI tools¹ in the preparation of this paper.'
 - b) 'I declare that I have used AI tools in the preparation of this paper; however, according to the assignment brief or USB regulations, it is not necessary to specify these in detail.'
 - c) 'I declare that I have used AI tools in the preparation of this paper which, according to the thesis brief or USB regulations, must be specified in more detail; further details regarding the use of these tools are provided in the methodology section of this paper.'
2. **Methodology section of the paper** – In the case of the third option in the previous point, the author clearly specifies the use of individual AI tools in the methodology section of their paper. It is essential for the author to be aware that they may be questioned about the use of these tools during any defence of the paper, that failure to list these tools and specify their use constitutes a breach of this ordinance, and that responsibility for the paper and its content lies solely with the author.

¹ With some tools, it may not be clear whether they include AI functionality. The declaration under point (a) also applies to cases where the author of the work did not know and could not have known based on publicly available information about the tool in question, that they were using a tool with AI functionality.



3. **Declaration No. 2** – The declaration set out in Annexe 5 to this ordinance is a mandatory first annexe to every paper.² Among other things, it will enable the University to examine which AI tools students use in their studies, for what purpose, and in what way.

Article 7

Preparation, assessment and defence of student papers

- 1) Where the recognition of a student's paper is conditional upon its defence, this defence should always emphasise the demonstration of sufficient understanding of the subject matter and the ability to discuss the topic in a high-quality, consistent and critical manner. For a successful defence, the student should be able to justify the procedures that led to the preparation of their paper, as well as the claims contained therein.
- 2) The assessment of a student's paper should always include a verification of references and sources used. In the event of any ambiguities, it is the student's duty and responsibility to resolve such ambiguities (e.g. to demonstrate which parts of the references and sources they drew upon, where they obtained them, etc.).
- 3) If the student's paper includes data based on research conducted by the student (e.g. measurements, questionnaire data, etc.), it is the student's duty to retain this data and to submit it upon a legitimate request (e.g. a preliminary request from the external examiner or the committee).
- 4) The method of verifying the student's progress and their knowledge and skills, as well as the rules for the submission of student papers, are entirely the responsibility of the individual faculties and should be specified transparently by the faculties.
- 5) In the case of papers, key emphasis is placed on the quality of supervision. It is essential to continuously monitor and assess the progress of the work and the methodology, to assess the student's knowledge and skills during regular consultations, and to assess how the student works with sources and references.
- 6) It is the author's responsibility to take into account the opinion of the supervisor regarding whether the paper is ready for submission and subsequent defence, and to ensure that the supervisor has the opportunity to view and comment on the final version before it is submitted. The supervisor or tutor should not allow a student to submit a paper over the preparation of which they had no oversight. Should the student nevertheless submit their paper, the supervisor or tutor should reflect this in their assessment and not recommend the paper for defence.

² The relevant person (e.g. the course coordinator) may decide that this declaration must be completed even in the case of non-qualifying paper (e.g. seminar papers or term papers).



- 7) To prevent the potential misuse of AI in the preparation of papers at the expense of students' own contributions, it is recommended that the format of courses focused on paper preparation be reviewed. As part of the process for obtaining credit for these courses, it is possible, for example, to set milestones in the process, including the preparation of initial proposals, mock defences, or final proposals for the defence. The formats of courses focused on the preparation of papers are entirely within the remit of individual faculties and should be specified transparently by the faculties.

Article 8

Sanctions

- 1) If it is proven that a student has used AI tools in their paper in contravention of the rules laid down in this ordinance, this shall be regarded as unethical conduct with possible disciplinary consequences, including the initiation of disciplinary proceedings and possible expulsion from studies pursuant to the provisions of Section 65(1(c) of Act No. 111/1998, on Higher Education Institutions and on Amendments and Supplements to Other Acts (Higher Education Act) (hereinafter referred to as the 'Act').
- 2) In the event of a successful defence and subsequent proof of the use of AI tools in the relevant thesis in contravention of the rules laid down in this ordinance, this is regarded as unethical conduct with potential consequences, including the initiation of proceedings to declare the state examination or part thereof invalid pursuant to Section 47c of the Act.

Article 9

Final Provisions

- 1) The University of South Bohemia in České Budějovice encourages its students to use AI responsibly, in a way that develops their critical thinking and creative abilities. However, the University considers the ability to work entirely without AI tools to be no less important. The ethical, transparent and safe use of AI is regarded as an integral part of academic ethics and integrity, with all the consequences that may arise from a breach of these ethics and integrity.
- 2) This ordinance applies to USB students and, in the relevant sections, also to the supervisors or tutors of their theses. This ordinance applies to papers by USB students assigned from the date on which this ordinance comes into effect. Student papers by USB students assigned prior to the effective date of this ordinance are subject to USB Rector's Ordinance R 567 and [the Directive of the USB Cybersecurity Management Committee \(ISMS-S-007\)](#), depending on the date of assignment.





- 3) Where relevant, USB faculties shall amend their internal regulations to bring them in line with this ordinance. Specific requirements regarding the use of AI in student papers at individual faculties may be regulated by ordinances issued by deans of the relevant faculties; however, such ordinances issued by deans must not be in conflict with USB Rector's ordinance.
- 4) This ordinance comes into force and takes effect on the date of its publication in the collection of decisions and ordinances of the USB Rector. The public section of the USB website contains information about this ordinance.
- 5) This ordinance replaces USB Rector's Ordinance R 567 on the use of artificial intelligence in the preparation of written papers and other types of final theses by students of the University of South Bohemia in České Budějovice, which remains in force for student papers assigned previously.

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Distribution list: USB management, deans of USB faculties, USB students

Annexes: Annexe 1: AI as a formal support tool
 Annexe 2: AI as an information and analytical tool
 Annexe 3: AI as a tool for creating original content
 Annexe 4: Unacceptable use of AI at USB
 Annexe 5: Statement on the use of AI tools in the preparation of student theses