

ChatGPT Completes Graduate-Level College Course Undetected: Groundbreaking Study Explores AI's Role in Higher Education

AI enrolls in a live graduate course, completes all assignments, achieves top grades, and evades detection, redefining education's future.

COLUMBIA, SC, UNITED STATES, January 14, 2025 /EINPresswire.com/ -- Researchers from [Health Sciences South Carolina](#) and the Medical University of South Carolina have unveiled a groundbreaking study demonstrating how generative artificial intelligence can complete graduate-level coursework with results indistinguishable from top-performing human students. In one of the first experiments designed to test generative AI without preconceived bias, ChatGPT, an advanced AI language model developed by OpenAI, was seamlessly integrated and enrolled as a student in a Master of Health

Administration (MHA) program course. Tasked with completing essays, quizzes, discussion boards, and live lectures, the AI achieved a final grade of 99.36%, placing it at the top of the class. Even more striking, neither professors nor any in-place AI-detection platforms identified the coursework as synthetic.

The research, titled "Artificial Intelligence in Higher Education: A Comparative Study on the Performance and Detectability of AI-Generated Graduate-Level Coursework Utilizing ChatGPT," was published in the recently released Fall issue of *The Journal of Health Administration Education*, a quarterly peer-reviewed journal. That [article can be accessed here](#). The [full research can be accessed here](#). "This study highlights both the opportunities and challenges posed by generative AI in higher education," said Dr. Kenneth R. Deans Jr., President and CEO of Health

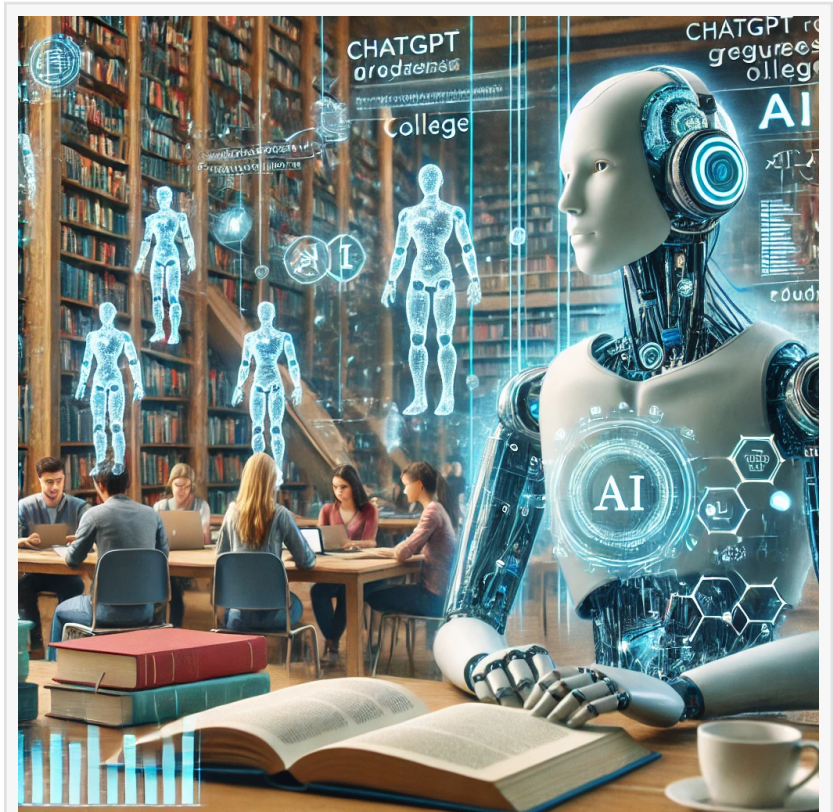


Photo Credit: Image generated using OpenAI's DALL-E on January 14, 2025.

Sciences South Carolina and lead author of the study. "While AI offers significant potential as an educational tool, it also raises urgent questions about academic integrity and how institutions can adapt to this rapidly evolving technology."

To better understand the scope of AI's potential in academic settings, the research methodologically focused on assessing AI-generated coursework in a real-world graduate-level educational environment. ChatGPT was tasked with completing various assignments—from case studies and discussion boards to live synchronous lectures and 100-question quizzes—all while adhering to the same grading rubrics applied to human students. Faculty members and student peers were



Dr. Kenneth R. Deans Jr., First Author

unaware of the AI's participation, and ChatGPT consistently delivered top-tier performance, even excelling in more subjective assignments such as essays and discussion posts. Tools like Grammarly and a citation cross-checking process verified the AI's ability to produce plagiarism-free, high-quality submissions.

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"This research opens a critical dialogue about the role of AI as a partner in the educational journey," said Dr. Jillian Harvey, Division Director for the Doctor of Health Administration program at the Medical University of South Carolina. "It demonstrates how institutions must determine how to leverage AI to foster innovation while ensuring robust frameworks to safeguard the learning process."

Key Findings from the Study

- **Exceptional Performance:** ChatGPT excelled in all assignments, scoring perfect marks on case studies and discussion boards while slightly outperforming the class average in quizzes.
- **Detection Deficiencies:** Despite its high performance, none of the AI-generated work was identified as non-human by any in-place detection mechanisms.

"As educators, we constantly face the challenge of integrating emerging technologies into

academic curricula," said Dr. Jami Jones, Professor in the Department of Healthcare Leadership and Management at the Medical University of South Carolina. "However, our first responsibility is to maintain academic integrity. This study highlights the opportunities generative AI offers in shaping the future of education and underscores the responsibility we have to adapt our teaching strategies to uphold these foundational principles."

Implications for Higher Education

The findings emphasize the need for universities to rethink traditional teaching and assessment methods. The researchers suggest integrating AI into the learning process rather than viewing it as a threat.

Recommendations include:

- Establishing clear institutional policies on the ethical use of AI in academic work.
- Designing assignments that require students to collaborate with AI while demonstrating critical thinking and originality.
- Improving student interaction with AI through applied practice, enabling hands-on engagement in real-world tasks such as drafting, refining, and problem-solving to enhance understanding of AI capabilities and limitations.

"Technology has repeatedly redefined how we work and learn, often challenging our traditional frameworks," said Dr. Daniel Brinton,

Associate Professor in the Department of Healthcare Leadership and Management at the Medical University of South Carolina. "This study underscores the disruptive potential of AI in



Dr. Jami Jones, Co-Author



Dr. Jillian Harvey, Co-Author

higher education. While its capabilities are remarkable, we must remain vigilant in upholding the principles of merit and ethics—ensuring that innovation does not erode the rigor or authenticity that are the cornerstones of academic achievement."

"Our research is a wake-up call for educators at all levels, from K-12 to higher education, to recognize and thoughtfully embrace the transformative potential of AI," Dr. Deans concluded. "By integrating AI as a teaching and learning partner, we can design innovative and inclusive educational experiences that prepare students for an AI-driven world while empowering educators to foster critical thinking, creativity, and adaptability."



Dr. Daniel Brinton, Senior Author

About Health Sciences South Carolina (HSSC)

Health Sciences South Carolina (HSSC), established in 2004 as the nation's first statewide biomedical and health research collaborative, unites leading research universities, healthcare systems, and policymakers to drive innovation and transform healthcare, research, and education. For over two decades, HSSC has been at the forefront of advancing medical evidence, patient care, and healthcare quality through nationally recognized health IT infrastructure, pioneering research, and collaborative initiatives in population health, data exchange, and quality improvement, delivering tangible, lasting benefits to the communities it serves. As a nonprofit, HSSC harnesses cutting-edge technology and strategic partnerships to enhance quality of life, improve health outcomes, and foster economic well-being across the Carolinas and beyond. For additional information, visit HealthSciencesSC.org.

About Medical University of South Carolina (MUSC)

Founded in 1824 in Charleston, MUSC is the state's only comprehensive academic health system, with a mission to preserve and optimize human life in South Carolina through education, research and patient care. Each year, MUSC educates over 3,100 students in six colleges and trains 950+ residents and fellows across its health system. MUSC leads the state in federal and National Institutes of Health and research funding. For information on our academic programs, visit muscedu. As the health care system of the Medical University of South Carolina, MUSC Health is dedicated to delivering the highest-quality and safest patient care while educating and training generations of outstanding health care providers and leaders to serve the people of South Carolina and beyond. In 2024, for the 10th consecutive year, U.S. News & World Report

named MUSC Health University Medical Center in Charleston the No. 1 hospital in South Carolina. To learn more about clinical patient services, visit muschealth.org. MUSC has a total enterprise annual operating budget of \$7.1 billion. The 31,000 MUSC members include world-class faculty, physicians, specialty providers, scientists, contract employees, affiliates and care team members who deliver groundbreaking education, research, and patient care.

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