Sample genAI Syllabus Statements

# Overview

Generative Artificial Intelligence (GenAI) tools (e.g., ChatGPT, Google Bard, Dall-E, MidJourney, etc.) are consistently changing and teaching in the presence of these tools will necessitate flexibility. Approaches to the development of policies, guidelines, and expectations related to GenAI will depend will vary by disciplinary are, instructor, course, assessment, and activity. You should be transparent with your students about your expectations regarding GenAI tool use in your classroom. Expectations should be clearly articulated in your syllabus, assignment instructions, and frequently revisited in your classroom. In this document, you will find a range of sample syllabus statements and links to beneficial tools to help you decide which approach is best for your course. While we do not recommend using AI detection tools due to their unreliability, if you do plan to use such tools, we highly encourage you to share this with your students up front.

In this document, sample statements will fall into the following broad categories:

* **Use-permitted:** Specific uses of GenAI are encouraged (generating ideas, editing, translating, outlining).
* **Use-permitted conditionally:** Specific uses of GenAI are allowed in specific ways, such as if students clearly distinguish between their original work and GenAI output (highlighting output, tracking changes in GenAI output).
* **Use not permitted:** Any use of GenAI constitutes academic misconduct.

## Before you begin…

To use any of the statements in this document, simply copy and paste the statement into your syllabus. If you’re using the BGSU Syllabus Template, we recommend including this guidance in the Submitting Assignments section. Remember to check to see that the heading and font styles copied to your syllabus to ensure your document is accessible. Please note that many of these statements have been developed by faculty at a variety of universities and source documents and/or websites are provided. [Lance Eaton](http://www.lanceeaton.com/) from College Unbound created an ever-evolving [syllabus statement repository document](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit?usp=sharing) with many discipline-specific policies if you would like to see additional examples. For more information about genAI tools, please refer to the Center for Faculty Excellence’s [Generative Artificial Intelligence & Teaching](https://www.bgsu.edu/center-for-faculty-excellence/just-in-time-resources/ChatGPT_and_Artificial_Intelligence.html) page.

**Finally, before browsing the statements in this document, we suggest using this** [**tool**](https://linkprotect.cudasvc.com/url?a=http%3a%2f%2fgenai.sites.gettysburg.edu%2fpositions-and-policies%2f&c=E,1,9qZ8aRKMOhu1HAnkaijkXFzSVeAV-bSwu7Is8aWkf2bUalpJdT_Axm17MHqBHC_Ldf6qfqhkr5eEuNg4Ov-h8WNk9EdNYn3Fnys4RDu_4xl8odfuvAu4wdA,&typo=1) **created by Forbes et al. (2023) to help you determine your stance on genAI use in your class.**

# Use-Permitted

### Example #1

Discipline: Agnostic
Consequences for inappropriate use: Reported to school-based academic misconduct processes
Source: [University of Michigan Faculty Member, Nigel Melville, Generative Artificial Intelligence](https://genai.umich.edu/guidance/faculty/course-policies)

Any and all use of machines that emulate human capabilities (ChatGPT, Stable Diffusion, DALLE, etc.) to perform assignments or other works in the course should be disclosed (this includes all graded deliverables as well as other course works and activities). In addition, an explanatory appendix is required for each and every unique usage to describe in clear steps how such a machine was used, including which machine, iteration, editing, etc. WARNING: the current state-of-the-art of machine capabilities have two salient features: 1) the quality is such that more work may be required in a machine-assisted mode; 2) it is feasible to discern the presence of “machine fingerprints.” Our goal as a community of learners is to explore and understand how these tools may be used to augment human performance. However, violation of the explicit disclosure requirement may subject students to standard Ross processes (for reporting, determining misconduct (if any), and assigning sanctions (as appropriate) as would be employed for any other type of potential Academic Misconduct.

### Example #2

Discipline: Agnostic
Consequences for inappropriate use: Not specified
Source: [*University of Michigan Faculty Member, Generative Artificial Intelligence*](https://genai.umich.edu/guidance/faculty/course-policies)

Learning how to use AI functions such as ChatGPT is important for all of us.  Used properly, ChatGPT can enhance our work; used improperly, it can border on plagiarism. If you have used ChatGPT on anything you submit for [CLASS NAME], please include an explanation as to (1) what was your original prompt to the chatbot; (2) what are some examples of incorrect data that the chatbot provided to you; and, (3) how did you rework and revise so that your final document was both factually accurate and reflected your writing voice and style.

### Example #3

Discipline: Computer science, data science
Consequences for inappropriate use: Not specified
Source: [Boris Steipe (2023) “Syllabus Resources”. The Sentient Syllabus Project](http://sentientsyllabus.org/)

In principle you may submit AI-generated code, or code that is based on or derived from AI-generated code, as long as this use is properly documented in the comments: you need to include the prompt and the significant parts of the response. AI tools may help you avoid syntax errors, but there is no guarantee that the generated code is correct. It is your responsibility to identify errors in program logic through comprehensive, documented testing. Moreover, generated code, even if syntactically correct, may have significant scope for improvement, in particular regarding separation of concerns and avoiding repetitions. The submission itself should meet our standards of attribution and validation.

### Example #4

Discipline: General writing
Consequences for inappropriate use: Not specified
Source: [Boris Steipe (2023) “Syllabus Resources”. The Sentient Syllabus Project](http://sentientsyllabus.org/)

In principle you may submit material that contains AI-generated content, or is based on or derived from it, as long as this use is properly documented. This includes for example drafting an outline, preparing individual sections, combining elements and removing redundant parts, and compiling and annotating references. Your documentation should make the process transparent – the submission itself should meet our standards of attribution and validation.

# Use-Permitted Conditionally

### Example #1

Discipline: Agnostic
Consequences for inappropriate use: Not specified
Source: [Temple University Center for the Advancement of Teaching](https://teaching.temple.edu/sites/teaching/files/resource/pdf/Chat-GPT%20syllabus%20statement%20guidance.pdf)

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

* Brainstorming and refining your ideas;
* Fine tuning your research questions;
* Finding information on your topic;
* Drafting an outline to organize your thoughts; and
* Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

* Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
* Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
* Writing a draft of a writing assignment.
* Writing entire sentences, paragraphs or papers to complete class assignments.

### Example #2

Discipline: Agnostic
Consequences for inappropriate use: Not specified
Source: [The University of Tennessee Knoxville Office of the Provost](https://provost.utk.edu/emergence-of-ai-tools-in-higher-education/suggested-syllabus-statements/)

In this course, you are encouraged to use Generative AI Tools like ChatGPT to support your work. To maintain academic integrity, you must disclose any AI-generated material you use and properly attribute it, including in-text citations, quotations, and references.

You should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

# Use Not Permitted

### Example #1

Discipline: Agnostic
Consequences for inappropriate use: Reported to school-based academic misconduct processes

Source: [*University of Michigan, Generative Artificial Intelligence*](https://genai.umich.edu/guidance/faculty/course-policies)

The use of AI tools is explicitly forbidden. Any indication of use will be reported to [School/College] name for investigation as academic misconduct, and subject to consequences like failing the assignment or failing the course depending on the scope and severity of the actions taken.

### Example #2

Discipline: Agnostic
Consequences for inappropriate use: Failed assignment

Source: [*University of Michigan, Generative Artificial Intelligence*](https://genai.umich.edu/guidance/faculty/course-policies)

ChatGPT and other similar technologies are advancing rapidly and there are many instances where they will be key tools in your schoolwork and career. For the purposes of this class, we are asking all students to pledge that they will not use these technologies. We believe this is key for this learning environment because we want you to learn how to critically engage with the material we’ll be discussing, including learning how to search for and identify relevant sources, synthesize these materials, and make recommendations without the aid of technology. Artificial Intelligence cannot do this learning for you. Students who are found to have used ChatGPT or the like to complete their assignments will receive a grade of zero for that assignment.

*\*We highly recommend that you have conversations in your department about the appropriate penalties for unauthorized use of genAI. It is important to think about the appropriate level of penalty for first-time offenders and those who repeatedly violate your policies on the use of AI.*