

Sample Syllabi Statements for Generative AI and ChatGPT Usage

Below are examples of statements, language, and policies that instructors can review when considering if they should add such statements to their own courses.

Vanderbilt University Professor Alan Peters AI Policy for his Electrical and Computer Engineering courses

You are free to use generative AI algorithms such as Chat-GPT in your work.

However, **You must:**

1. Cite any text that the AI generated (even if you edited it) with a bibliography entry that includes the name and version of the AI model that you used, the date and time it was used, and **includes the exact query or prompt** that you used to get the results.
2. Cite, as described in rule 1, any code that you had it generate for you. I recommend that you not ask it to write code for you. Doing so will probably be more work than simply writing it yourself. Because:
 - a. You must thoroughly test the code to prove that it works.
 - b. You must explain what you did to verify that it works.
 - c. To demonstrate that you understand it, you must comment every single logical object be it a data structure or line or short block of code that it generates. I.e. **exactly** what that bit of code does and how it does it.
 - d. The code must follow the other rules. For example the assignment may have stated restrictions on methods, procedures, external libraries, or programs.
 - e. It must generate the results that are asked for in the assignment instructions.

I hope that by following these rules you will learn how to use generative AI as an assistant to increase your productivity in writing and coding. If you fail to follow these rules, that will be an honor code violation and you will be referred to the Honor Council.

[Princeton University McGraw Center for Teaching and Learning](#)

We encourage faculty to be explicit about their AI/ChatGPT policy in their syllabus, on Canvas, and during class. We offer two sample syllabus statements below:

1. Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the **University's academic regulations**. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.
2. Students must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk.

University of Pennsylvania Center for Teaching and Learning

- *You are not allowed to use ChatGPT (or tools like it) for your work for this class. Using such tools will be considered a violation of Penn's [Code of Academic Integrity](#) and suspected use will be reported to the Center for Community Standards & Accountability. Please contact me if you have any questions about this policy.*
- *You **may** use ChatGPT and other AI assistants for your work in this class but you **must** contact me for permission first so we can discuss how you plan to use these tools and how you will indicate their use in your work. If you do not first request permission, using such tools will be considered a violation of Penn's [Code of Academic Integrity](#).*

Duke Learning Innovation - AI and Teaching at Duke - Recommendations for Course Policies

We suggest that faculty make it clear to students what their expectations are regarding the use of AI at the outset of the particular course. For example, you might allow the use of AI for generating early ideas and drafts but require that use be cited as part of the work. However, you might choose to expressly forbid the use of AI to develop other written assignments. Explaining how the use of AI can constitute cheating or plagiarism is a must.

Instructors have discretion in setting specific AI policies to fit their course and individual assignments. Here are some recommendations for how to do so:

Plagiarism

Instructors should choose policy language that makes it clear that students should not copy, quote, paraphrase or summarize any source without adequate documentation. Sample language might be “All work submitted in this course must be your own. Contributions from anyone or anything else—including AI sources—must be properly quoted and cited every time they are used.”

Cheating

For any assignments that are meant to be original work, it can be required that students not use AI. Sample language might be “If an assignment requires you to use your own critical thinking, solve problems, or practice concepts or skills, do not use ChatGPT.” Duke students can be reminded of [Duke's community standard](#) and its core values of honesty, fairness, respect, and accountability, which are important for academic work but also personal integrity.

Attribution

Students should understand how to cite or give credit to AI generators. They can list ChatGPT as a reference work or quote it within their work. Sample language might be “Generated by ChatGPT.” Students can be referred to the [library's resources on plagiarism](#) for help.

Acceptable Use

There may be cases when instructors either allow or encourage students to use AI for tutoring or help with drafts. It is important to give students guidelines of what is acceptable or not. Sample language might be “Students are allowed to use AI to help revise this writing assignment, however when submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways, e.g., by highlighting the text in a different-colored font or explaining what parts have been AI-generated in a cover letter.”

[Georgetown University Center for New Designs in Leadership and Scholarship \(CNDLS\)](#)

Talking with Your Students About AI

We encourage you to talk with your students at the beginning of the semester about the fundamental questions AI is forcing us to ask. How do they see the role of AI in their education evolving? What are the [ethical uses of AI](#) in education and beyond?

You may consider adding a statement to your syllabus or even just consider your syllabus in light of AI tools. Different faculty will have different expectations about whether and [how students can use AI tools](#), so being transparent about your expectations is essential. If you want to forbid using AI tools, be explicit about this on your syllabus, as with this one [here](#). If you allow these tools but want them to be acknowledged (cited or referenced), explain that on your syllabus. See some approaches below or the [policies linked here](#) and consider including in your syllabus:

- *If you have questions about what is permitted, please reach out to me.*
- *It is important to remember that ChatGPT and other AI tools are not a replacement for your own critical thinking and original ideas. The ultimate goal of this course and any tool used to submit work is to enhance your own learning and understanding, not to undermine it.*
- *As a college student, it is your responsibility to maintain the highest standards of academic integrity. This includes a) ensuring that all work submitted for grades is your own original work, and b) properly citing any sources that you use.*
- *Having AI write your paper constitutes plagiarism. If the source of the work is unclear, I will require you to meet with me to explain the ideas and your process.*

If you're comfortable with students using these AI tools to generate material, encourage them to focus on developing the knowledge and skills necessary to use the tool effectively. Once a draft is produced, they will need disciplinary knowledge in order to effectively ask for "more of this or less of that." They still need expertise. AI-generation tools aren't able to refer to your class discussion, create an infographic, handle citations, or accurately cross-reference course materials. They also can't create a multi-modal essay—or an essay that requires sound, images, and related links, a format discussed at more length in this [Tonya Howe article](#) and a [Ryan Cordell article here](#).

You may wish to point out that at this early and temporarily free stage of the software, AI can produce a passable but not great paper. Overall, the information is generalized, unreliable, and limited by what it has been fed. Kim Lubreski (Sociology, JUPS), looking to integrate AI into her class on refugees in DC, stumped Chat GPT by asking about the number of Iranian refugees in the area as of 2022. While the current date information feeding Chat GPT appears to extend only through 2021, this date will continue to change as the technology evolves.

[UCLA Center for the Advancement of Teaching - Guidance for the Use of Generative AI](#)

Example Syllabi Language and Activity Ideas

View this collaborative [Google Doc: AI Examples and Resources](#) to see examples and resources curated by UCLA's teaching and learning community. This includes syllabus language, assignment ideas, and other strategies shared by instructors from UCLA and across the US.

[Georgetown CNDLS - Sample Syllabus Policies](#)

We've collected sample syllabus statements, assignment policies, and example assignments to share a range of approaches faculty are taking to integrate or address AI. Keep in mind that the Georgetown Honor Code's [Standards of Conduct](#) directs students to refer to course syllabi for specific policies related to plagiarism and using AI.

Statement on the Use of AI-Assisted Programming Tools

Large language models, such as ChatGPT (chat.openai.com) are rapidly changing the tools available to people writing code. Given their use out in the world, the view we will take in this class is that it does not make sense to ban the use of such tools in our problem sets or projects. For now, here is my guidance on how these can and should be used in our class: First and foremost, note that output from ChatGPT can often be confidently wrong! Run your code and check any output to make sure that this actually works. Such AI assistants will give you a good first guess, but these are really empowering for users who invest in being able to tell when the output is correct or not. If you use ChatGPT or similar resources, credit it at the top of your problem set as you would a programming partner. Where you use direct language or code from ChatGPT, please cite this as you would information taken from other sources more generally.

(Andrew Zeitlin, McCourt)

Statement on the Use of ChatGPT

Part of treating others with respect is giving appropriate credit for ideas and scholarly works (including code). If you consult with other students on an assignment, report this in the work that you turn in. If in your code you use a library or implementation from another source, indicate that as well (minimally by including a URL in a comment). Do not generate new content with prompt-based AI tools like ChatGPT or CodePilot without permission from instructors unless specifically allowed by the assignment. (Using, for example, Grammarly as a language aid is OK.) Instructors reserve the right to request an oral explanation of answers.

(Nathan Schneider, Computer Science)

[Yale Poorvu Center for Teaching and Learning - AI Guidance](#)

Addressing ChatGPT on your Syllabus

The Poorvu Center recommends including on your syllabus [an academic integrity](#) statement that clarifies your course policies on academic honesty. The simplest way to state a policy on the use of ChatGPT and other AI composition software is to address it in your academic integrity statement.

A policy that encourages transparency in how students use AI might read: Before collaborating with an AI chatbot on your work for this course, please request permission by sending me a note that describes (a) how you intend to use the tool and (b) how using it will enhance your learning. Any use of AI to complete an assignment must be acknowledged in a citation that includes the prompt you submitted to the bot, the date of access, and the URL of the program.

If you think students' learning is best supported by avoiding AI altogether, your course policy might read: Collaboration with ChatGPT or other AI composition software is not permitted in this course.

University of Iowa Office of Teaching, Learning, and Technology

You may need to discuss using AI tools in a variety of contexts, including learning materials and campus, collegiate, and course policies related to academic integrity. Consult with your collegiate leadership about specific policies. In any case, providing transparent information about expectations for student use of AI tools and how these expectations align with course goals and scholarly values is crucial.

Remember that with any policy in your syllabus, it's important to have ongoing conversations throughout the semester.

Some example language:

- **When AI is prohibited.** [This course] assumes that work submitted by students—all process work, drafts, low-stakes writing, final versions, and all other submissions—will be generated by the students themselves, working individually or in groups. This means that the following would be considered violations of academic integrity: a student has another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write essays and drafts and/or other assignments, research-based or otherwise, and using artificial intelligence affordances like ChatGPT. (*Excerpted from [ChatGPT](#) by University of California: Irvine Division of Teaching Excellence and Innovation*)
- **When AI is prohibited.** Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism. (*Sample statement shared by Chrissann Sparks Ruehle, with permission for others to use, on Higher Ed Discussions of AI Writing Facebook Group on 1/6/2023, cited in [ChatGPT Resources](#) by Texas Tech University Teaching, Learning & Professional Development Center*)
- **When AI is allowed with attribution.** In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment. (*Excerpted from [Constructing a Syllabus: A Checklist](#) by Washington University in St. Louis Center for Teaching and Learning*)
- **When AI is allowed with attribution.** Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI. Assignment guidelines will provide additional guidance as to how these tools might be part of your process for each assessment this semester and how to provide transparency about their use in your work.

- **When AI use is encouraged with certain tasks.** Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission. (Based on [Course Policies related to ChatGPT and other AI Tools](#) by Joel Gladd)

For more, Ryan Watkins, professor of Educational Technology Leadership, and Human-Technology Collaboration at George Washington University, offers [suggestions to update your course syllabus and assignments](#).

Bryant University Center for Teaching Excellence

Example 1a – Some Use

During our class, we may use AI Writing tools such as ChatGPT. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Bryant's Academic Honesty Policy.

Example 1b – Some Use

We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool.

Example 2 – All Use

AI Writing tools such as ChatGPT are welcome in this class, provided that you cite when and how you use the tool. You will be provided with examples of how to cite your use of this tool in your writing.

Example 3 – No Use

AI Writing tools are not permitted for any stage or phase of work in this class. If you use these tools, your actions would be considered academically dishonest and a violation of Bryant's Academic Honesty Policy.

Example of attribution language:

“The author generated this text in part with GPT-3, OpenAI's large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.”

Central Florida Faculty Center - Artificial Intelligence

Faculty looking for syllabus language may consider either of these options:

1. The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such.
2. This class will make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in the assignments. Any attempt to represent AI output inappropriately as your own work will be treated as plagiarism.

If you need to cite ChatGPT, [APA](#) and [MLA](#) have authored definitive guides.

Montclair State University Office for Faculty Excellence - Course Policy on AI

As of 05/15/2023, the [University's Academic Dishonesty policy](#) has changed slightly to include a clause on work completed by entities that are not human: "Academic dishonesty is any attempt by a student to submit 1) work completed by another person or entity without proper citation or 2) to give improper aid to another student in the completion of an assignment, such as plagiarism." This change helps establish, at institutional level, that submitting AI-generated content in place of one's own work constitutes plagiarism.

At the individual course level, you may consider adding a clarifying statement to your syllabus, such as:

- "Use of Artificial Intelligence (AI) to produce or help content without proper attribution or authorization, when an assignment does not explicitly call or allow for it, is plagiarism."

A few other AI-related things to consider adding to the syllabus:

- information about generative AI's tendency to [hallucinate](#) + clear ground rules about students' accountability for verifying any AI outputs they consult or reference;
- a notice about using AI ethically and **safely**. (ChatGPT acknowledges that they may share account holders' personal information with third parties, including vendors and service providers — see their [Privacy Policy](#). Teach your students to never share personal and sensitive information with generative AI chatbots.)
- a description of under what circumstances students will be permitted or encouraged to use generative AI in your course
- information about how students should [cite or credit AI](#).

All courses will very likely not have the same policy. That's part of what we need to teach students — that faculty are designing courses and assignments with different purposes and directions, and thus careful attention to directions around the appropriate use of AI needs to become part of students' regular practice.

If you are looking for ideas for syllabus language, Lance Eaton of College Unbound has organized this [diverse collection of statements](#) from faculty active in AI discussions.

Texas Tech University Teaching, Learning, & Professional Development Center

Honor code for quizzes and tests (Found on Reddit, r/ChatGPT, January 17, 2023):

"I, _____, used only my notes and the readings for this open-note quiz. I did not consult other students' notes, the Internet, ChatGPT or any AI chatbot that could generate answers. I don't need to do that!"

How to communicate about ChatGPT with your class:

Consider an approach shared by Dr. Nicole Morelock in a recent TLPDC session, and recognize that if your students are considering use of ChatGPT or contemplating compromising their academic integrity in other ways, they may be feeling considerable pressure. Is there anything that you can do to ease this pressure? Would encouraging them to come to you to share their struggles and discuss possible interventions before making a decision like this be helpful? In particular, if students seem to be using ChatGPT to answer reflection style prompts that incorporate their experiences, helping them to see that you want to gauge their understanding and insight and not information generated by an AI resource. Only when a written reflection is truly a student's work can an instructor gauge the learning that is taking place and what changes may need to be made.

Sample statement shared by Chrissann Sparks Ruehle (with permission for others to use) on *Higher Ed Discussions of AI Writing Facebook Group* on 1/6/2023:

"Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism."

Sample statement shared by Laura Dumin (*Higher Ed Discussions of AI Writing Facebook Group*):

"Welcome to the wide world of new programs that can "do your writing for you". Why did I put that into quotes? Because some of the writing is problematic and a lot of it is downright bland. Having said that, I accept that this is yet another way to get around doing your own work, if that is the choice being made. But maybe it can be used for good, and that is where we are right now. In the "what if" and "how to" zone. We might have assignments that use or integrate AI writing this semester. There might be other places where it simply isn't appropriate for the assignment. Perhaps AI can be a helpful tool, and that is part of what we can explore this semester. With that in mind, if you are found to have used AI writing programs in a place where they are not explicitly allowed on an assignment, you will receive a '0' grade, be reported for academic dishonesty, and will not have the chance to re-do or replace that assignment. I'd prefer that we see this as a chance to learn and adapt rather than just another way to cheat, so we'll approach it from that angle and see where we end up. I look forward to entering this newish universe with you."

[Boston University Faculty of Computing & Data Sciences - Using Generative AI in Coursework](#)

CDS Generative AI Assistance (GAIA) Policy - Intent

Students should learn how to use AI text generators and other AI-based assistive resources (collectively, AI tools) to enhance rather than damage their developing abilities as writers, coders, communicators, and thinkers. Instructors should ensure fair grading for both those who do and do not use AI tools. The GAIA policy stresses transparency, fairness, and honoring relevant stakeholders such as students eager to learn and build careers, families who send students to the university, professors who are charged with teaching vital skills, the university that has a responsibility to attest to student competency with diplomas, future employers who invest in student because of their abilities and character, and colleagues who lack privileged access to valuable resources. To that end, the GAIA policy adopts a few commonsense limitations on an otherwise embracing approach to AI tools.

Students shall

1. Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
2. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
3. Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
4. Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
5. Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

Instructors shall

1. Seek to understand how AI tools work, including their strengths and weaknesses, to optimize their value for student learning.
2. Treat work by students who declare no use of AI tools as the baseline for grading.
3. Use a lower baseline for students who declare use of AI tools, depending on how extensive the usage, while rewarding creativity, critical nuance, and the correction of inaccuracies or superficial interpretations in response to suggestions made by AI tools.
4. Employ AI detection tools to evaluate the degree to which AI tools have likely been employed.
5. Impose a significant penalty for low-energy or unreflective reuse of material generated by AI tools and assigning zero points for merely reproducing the output from AI tools.

This policy recognizes that

1. This policy depends on goodwill, a sense of fairness, and honorable character.
2. Some instructors may prefer stronger restrictions on the use of AI tools and they are free to impose them so long as care is taken to maintain transparency and fairness in grading.
3. This policy takes account of the existence of subscription versions of AI tools, which are not affordable for some students; the policy may need to be revised as the differences between subscription and free versions become better understood.
4. This policy may be revised in light of other policies and novel technological developments in AI tools.

Other Resources

- General advice for syllabus and course design, by Ryan Watkins:
 - https://medium.com/@rwatkins_7167/updating-your-course-syllabus-for-chatgpt-965f4b57b003
- Official MLA Citation guide for Generative AI - <https://style.mla.org/citing-generative-ai>
- Official APA Citation guide for ChatGPT - <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
- To view an array of syllabus policies from faculty across over 32 universities, see this collaborative crowdsourcing resource, [Classroom Policies for AI Generative Tools](#).