

Sample AI Syllabi Language and Recommendations

The Faculty Senate Teaching and Research Committee has compiled sample syllabus language regarding the use of AI. It is up to a faculty member whether and how they want to include AI (if at all) in their courses. It is a best practice for faculty to include sample syllabus language regarding the use of AI in their courses. Given the increasing prevalence of AI tool use by students, clear guidelines can help ensure that AI is used ethically and effectively to enhance learning. This proactive approach can also help address any potential academic integrity concerns.

The sample language below comes from UHCL faculty, as well as faculty from other institutions. The suggested language is grouped by the amount of AI a faculty member might choose to permit in a course: 1) Use of AI not allowed in the course 2) Some use of AI allowed in the course and 3) Use of AI encouraged or required in the course.

The Committee welcomes additional resources/suggested language that are not included currently in the document.

In addition, the Student-Centric AI Community of Practice has developed suggestions for faculty who would like to include AI in the classroom or assignments, as well as important considerations regarding AI detection and supporting student work. These suggestions can be found following the sample syllabus language.

Selection of Sample Syllabus Language

Use of AI Not Allowed in Course

- AI tools will not be allowed in this class. When an assignment calls for original research, analysis, and discussion, this means that students must perform the work on their own, without the use of research tools, paraphrasing tools, or AI text generators, and that using such tools will result in a failing grade on the assignment and a potential referral to the Dean of Students for further disciplinary action. (UHCL Writing Program)
- In these courses, students are not permitted to use generative AI applications such as ChatGPT, Bard, or Bing, in whole or in part, to generate course materials or assignments. Grammar and spell checking tools such as those integrated into MS Word may be used. If you have any questions about whether a particular tool or specific use is permitted, check with the professor. (University of Hawaii)
- According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit (aggiehonor.tamu.edu). You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. Artificial Intelligence (AI) text generators and natural language processing tools (colloquially, chatbots - such as ChatGPT), audio, computer code, video, and image generators should

not be used for any work for this class without explicit permission of the instructor and appropriate attribution. This includes, but is not limited to,

- i. Creating or revising drafts
- ii. Editing your work
- iii. Reviewing a peer's work

This excludes pre-existing software additions such as spelling and grammar checkers, which are acceptable. (Texas A&M University)

- This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT). (University of Texas at Austin)
- In this course, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me. (University of Texas at Austin)
- All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me. (University of Texas at Austin)
- This course assumes that work submitted for a grade by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT). (University of Texas at Austin)

Some Use of AI Allowed in Course

- AI tools may be allowed under specific circumstances in this class. Whether or not these tools will be allowed for coursework will be indicated in the assignment. Further, the scope of such use will be carefully delineated. The choice to employ such tools for your

assignments is one your professors will make. Students are strongly advised talk with the professor prior to using any AI tool for an assignment to determine what is allowed. Never assume that it is acceptable to generate your work using an AI tool, and always document any tools you are given permission to use. When an assignment calls for original research, analysis, and discussion, this means that students must perform the work on their own, without the use of research tools, paraphrasing tools, or AI text generators. If an assignment clearly states that AI tools are not allowed, or a tool is used inappropriately, such use may result in a failing grade on the assignment and a potential referral to the Dean of Students for further disciplinary action. (UHCL Writing Program)

- UH offers a Generative AI (GenAI) service called Microsoft Copilot. It is available to all employees and students with CougarNet credentials and offers a “protected” environment. Copilot and other GenAI tools (such as Grammarly) may be used for initial research or to formulate an outline but not to write or rewrite a paper or other assignments. When GenAI tools are used, students must include their prompt and indicate which GenAI tools were used for the assignment. (University of Houston Faculty Senate)
- In these courses, students must be the primary and majority authors of text, code, analysis, images, graphics, and all course work products and assignments. Students are permitted to use AI to generate ideas, polish text they have drafted, or perform tasks that are not essential to completing the learning outcomes of the course. The application of this principle will vary by course. For example, in some courses a student may be permitted to use AI to generate a PowerPoint slide deck, because they are graded on the content of the slides but not on the design. In another course, a student may be graded on the design and layout of a PowerPoint slide deck, in which case they would not be permitted to use AI to generate the slides. Students are encouraged to keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship, and to check what is permissible for each assignment. (University of Hawaii)
- Students are permitted to integrate AI into some substantive tasks, such as data analysis, code and text generation, or spreadsheet creation. Students are encouraged to keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution to an assignment and check what is permissible for each assignment. Use of AI may be required in the course. (University of Hawaii)
- With the emergence of artificial intelligence (AI) technologies, the ways in which we define our creative processes continue to transform. AI generators are rapidly evolving from simple editing for grammatical errors and spelling mistakes (Grammarly, MS Word Spell Check) to sophisticated text production (ChatGPT, Google Bard, etc.), as well as image, computer code, and audio generation. The presence of such tools, however, does not replace our need to learn how to draft, revise, and reflect on texts, programs, drawings and how to exercise information literacy and personal responsibility in how we locate, evaluate, incorporate, and cite primary/ secondary sources. For example, the

Association for Writing Across the Curriculum states the following:

- Writing to learn is an intellectual activity that is crucial to the cognitive and social development of learners and writers. This vital activity cannot be replaced by AI language generators (AWAC).

Engaging in the various aspects of creative pursuits (e.g., writing, coding, drawing) is critical to education in a broad sense. While AI technologies will continue shaping how we approach these creative tasks, the critical work of creativity relies on integrity, originality, and ethical conduct in regard to appropriate representation as an author or creator. Thus, submitting work with a significant percentage of AI-generated content, unless otherwise permitted, can be considered academic misconduct under Texas A&M University Student Rule 20. Students must therefore cite the use of Generative AI tools and document what they have contributed to an assignment. (Texas A&M University)

- The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools and I will be happy to discuss what is acceptable. (University of Texas at Austin)
- In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. 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 the 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.). Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter. (University of Texas at Austin)
- It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools

before submitting any content that has been substantially informed by these tools.
(University of Texas at Austin)

- In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such. (University of Texas at Austin)
- Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions. To that end, you are welcome to use generative AI tools in this class as long as it aligns with the learning outcomes or goals associated with assignments. You are fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). Your use of generative AI tools must be properly documented and cited for any work submitted in this course. (University of Texas at Austin)
- To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification. (University of Texas at Austin)
- The use of artificial intelligence (AI) tools such as ChatGPT or Large Language Models in research publications is expanding rapidly. COPE joins organisations, such as [WAME](#) and the [JAMA Network](#) among others, to state that AI tools cannot be listed as an author of a paper. AI tools cannot meet the requirements for authorship as they cannot take responsibility for the submitted work. As non-legal entities, they cannot assert the presence or absence of conflicts of interest nor manage copyright and license agreements.

Authors who use AI tools in the writing of a manuscript, production of images or graphical elements of the paper, or in the collection and analysis of data, must be transparent in disclosing in the Materials and Methods (or similar section) of the paper how the AI tool was used and which tool was used. Authors are fully responsible for the content of their manuscript, even those parts produced by an AI tool, and are thus liable for any breach of publication ethics. (COPE Positionality Statement)

Use of AI Encouraged or Required in Course

- Students will be required to use AI in some course tasks and assignments and may be required to track their use of AI on course assignments. Students are encouraged to keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution to an assignment. (University of Hawaii)
- The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation). (University of Texas at Austin)
- Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains what AI content-generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate. (University of Texas at Austin)
- 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. (University of Texas at Austin)

AI in the Classroom

AI technologies have evolved rapidly since the first commercial version of ChatGPT was released publicly in the fall of 2022. At first, many faculty were worried about how the use of this tool would affect teaching and learning, and many rejected the notion of any such use in the classroom. Since then, many ways of using AI technology to enhance learning have been proposed along with ways to reassess what we do to adapt to an AI-enhanced world.

Specifically, we encourage faculty to consider the following:

- Redesigning course objectives and assignments to address concerns about AI use
- Focusing on student learning versus the support tools they use
- Making choices about the strategic use of AI tools
- Explaining these choices and expectations clearly in course materials and assignments
- Considering strategies to support student engagement and integrity
- Using detection software thoughtfully

A note on AI detection:

To avoid violating FERPA requirements, faculty may not share student work to outside plagiarism detection programs. Instead, they should use the Turn-it-In tools provided in Canvas. However, faculty can use outside tools, such as ChatGPT and Google Gemini, to submit assignment prompts to review how AI might respond to them. It is recommended that faculty use detection programs with care as AI detection is still in its infancy and the results can report both false positives and false negatives. Faculty should consider multiple factors when determining whether students have violated course policies, with AI detection results just one factor to consider. False positives can happen when text is formatted with items such as bulleted lists and formulas which are often used in business and technical writing. Depending solely on programs that report the percentage of plagiarism in a student's work is also not advisable as such ratings are relative to the length of a document, i.e. they tend to be higher overall for shorter texts and lower for long ones. Positive plagiarism results should thus be treated very carefully as academic honesty allegations have serious consequences for students.

General strategies for supporting student engagement and integrity

- Emphasize the ways in which writing and other projects assist in learning and developing critical thinking skills. Explain how the projects in your class will contribute to these skills.
- Ask students to write and create projects that are engaging to them. Students will be more motivated to put the effort into topics they find valuable, relevant, and interesting.
- Write unique assignment prompts that provide direction but are flexible enough to allow students to explore their own interests.

Providing support for written work

Most incidences of plagiarism are due to student panic over lack of resources like time and specific strategies for writing. The majority of students want to be honest.

- Incorporate stages of the research and writing process into classwork.
 - When students are invited to brainstorm, write outlines and proposals, explore topics in small groups and/or on discussion boards, and/or present in class, they will learn to plan their time and feel like experts on their topics.
- Allow sufficient time to complete assignments.
 - Drafting and revising takes time and support.
 - Begin final projects early in the semester with preliminary work.
- Write comments on draft assignments using “Comment” and ask students to respond.
 - Students can learn about the value of revision if asked to think through and respond to questions about their work. They will also appreciate knowing the instructor is interested in their ideas.
- Require students to use track changes to show their revisions.
 - Tracking changes makes the revision process clear to both writer and instructor.
- Ask for annotated sources to establish where information comes from and how it is used. (Do this during the writing process, if possible.)
 - If students are uncertain about how to paraphrase and summarize, annotated sources can provide an opportunity for early instructional intervention.

Strategic methods for using AI in the classroom

AI can be useful as a teaching aid to help students:

- brainstorm topics
- organize and format text
- scan documents for close-textual analysis
- summarize texts on specific topics
- create rubrics for assignments
- teach students how to create effective AI prompts
- assist with coding for projects (software requirements) create LLM (API application programming interface)
- conduct research; AI can be used as a library research tool

AI can be used as an aid for faculty in composing effective assignments:

- To scan prompts to assess for originality, specificity, and usefulness
- To assess AI-generated results
- To provide AI-modeled results to demonstrate the ways in which these results can fall short of expectations

AI can be used as a tool for providing students with feedback:

- To review a student's written work and provide questions for revision. Due to FERPA, only students should submit their work to AI tools for revisions.
- To have students generate questions for discussion and to develop their understanding of material
- To compose sample texts that students can critique
- To create prompts for oral exams for students
- To offer feedback to students working in collaborative groups
- To develop quizzes that assess student learning
- To review for grammatical correctness and clarity

As a tool to equalize access and opportunity:

- To assist non-native speakers in composing more native-like prose
- To assist students with learning disabilities in organizing and composing text
- To generate multiple representations of a problem for students