Sample syllabus statements for AI use in courses

Basic formula:
1) Describe how AI may be used in the course, including examples of what is permitted
2) Describe how AI use should be documented, if at all
3) Explain rationale for the adoption of your AI policy
4) Optional: Describe limitations (what is “not permitted” in explicit terms, if applicable)

In all cases, it is recommended to include a statement such as this:
“As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course”.

Citation of AI or ChatGPT use per APA guidelines listed on this webpage: (e.g., OpenAI. (2023). ChatGPT (May 31 version) [Large language model]. https://chat.openai.com/chat)

It is recommended to spend time in class discussing large language models with students, including how they generate language (at a basic level), how they are trained (including bias, ethical, and privacy considerations), and trustworthiness of the output.

If you would like to become more familiar with any of the above to improve your confidence supporting students, attend a TLS workshop and/or schedule a consultation with Ashley.

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Minimal Use - Basic Assistance Only

AI Use in this course: Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor)
- Basic formatting and design suggestions (e.g., Microsoft Word’s formatting tools, PowerPoint Design editor)

Documenting AI Use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn’t listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational...
skills in writing and critical thinking by practicing substantive content creation without the support of AI.

**Limitations.** Students may not use AI for the following tasks:

- EX1
- EX2
- EX3

**Moderate Use - Content Generation with Attribution**

**AI Use in this course:** Students may use AI tools for sharing ideas, clarifying challenging concepts, or getting started on projects. Some acceptable uses include:

- Brainstorming ideas (e.g., generating essay topics with ChatGPT, using Microsoft Word's Smart Lookup to find inspiration and related topics)
- Creating outlines (e.g., using AI to structure an essay or presentation flow, using Microsoft Word’s Outline View with AI suggestions)
- Providing definitions or explanations of complex concepts (e.g., using AI to explain a difficult theory, e.g., using Microsoft Word's Researcher tool to find relevant information)

**Documenting Use of AI:** It is necessary to document your use of AI in this course, using the following guidelines:

- Clearly identify and cite AI-generated text (e.g., 'The following paragraph was generated by ChatGPT/Microsoft Word’s Researcher tool')
- Review, edit, and ensure accuracy and originality of final submissions
- AI-generated content should not exceed 30% of the total assignment length

**Why have I adopted this policy?** This policy supports the use of AI as a supplementary tool, helping students develop ideas and structure their work while emphasizing the importance of transparency and personal engagement with the content. AI can be used for inspiration and foundational support and can encourage students to critically assess and refine AI-generated material.

**Enhanced Use – Collaboration**

**AI Use in this course:** Students are encouraged to use AI tools in this course for support in completing several process-based activities. Some acceptable uses include:

- Data analysis (e.g., AI-driven statistical analysis in SPSS or Python; using Excel’s AI-powered data analysis tools like Ideas to generate insights and visualizations)
- Coding assistance (e.g., GitHub Copilot for programming assignments, using Visual Studio Code with AI-assisted extensions for programming assignments)

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• Generating creative content (e.g., DALL-E for visual projects; using PowerPoint’s Designer feature to create visually appealing presentations)
• Summarizing large volumes of text (e.g., using AI to condense research articles; using Word’s Smart Lookup and Researcher to condense research articles)

**Documenting Use of AI:** It is necessary to document your use of AI in this course, using the following guidelines:

• Provide a detailed description of AI usage and proper citation (e.g., ‘AI-assisted data analysis performed using Excel’s Ideas tool/Python with AI-driven libraries)
• Ensure critical thinking and personal insight are evident in all submitted work
• AI-generated content should not replace core analysis or primary arguments

**Why have I adopted this policy?** This policy allows students to leverage AI for more complex tasks, promoting collaboration between human intelligence and AI. It ensures students learn to effectively integrate AI into their work while maintaining intellectual contributions and critical thinking. By using AI to handle routine or supplementary tasks, students can focus more on deeper learning and analysis on their assignments.

**Integrated Use - AI as a Learning Partner**

Students are encouraged to use AI tools for initiating tasks, troubleshooting errors, and collaborating to advance their knowledge and build skills.

• Research (e.g., using AI, such as Microsoft Word’s Researcher tool to find and summarize scholarly articles)
• Drafting (e.g., creating initial drafts of essays or reports, using Microsoft Word’s AI-assisted text suggestions)
• Problem-solving (e.g., using AI to troubleshoot and debug code, using Excel’s AI-driven features for complex calculations and data modeling)
• Interactive learning (e.g., AI driven assessment of student skill with follow up recommendation of customized learning plan in alignment with course level learning outcomes). **Ideally, this document is shared with the instructor to validate and expand on.**

Consider this prompt: “Hello, I am a student in [year] [class]. I would like to create a learning plan for myself related to the learning outcomes of [learning outcomes of course]. Assess my current knowledge of these outcomes through dialogue and then recommend where I can improve knowledge and how. [Student: enter any areas of difficulty specific to you here]. Create a draft learning plan mapping out activities I can do to meet these goals”.

**Documenting Use of AI:** It is necessary to document your use of AI in this course, using the following guidelines:

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• Transparently document AI usage, including specific tools and contributions (e.g., 'Literature review section generated using ChatGPT')
• Critically evaluate and refine AI-generated outputs to demonstrate understanding and originality
• AI should enhance, not replace, the student's learning process

Why have I adopted this policy? This policy integrates AI as a collaborative partner in learning, encouraging students to use AI throughout the research and writing process. It emphasizes the development of skills in critically evaluating AI outputs and ensuring the originality and depth of their work. This approach helps students become adept at using AI as a tool for enhancing their learning and productivity.

Full Integration - AI as an Essential Component

Students in this course will use AI tools to maximize their productivity and efficiency, while building skills in AI use more broadly. Examples include but are not limited to:

• Research (e.g., AI-driven literature search)
• Writing (e.g., drafting and editing papers with AI)
• Data analysis (e.g., using machine learning algorithms for data projects)
• Project development (e.g., AI-assisted design and prototyping; using Excel’s AI-driven features for complex calculations and data modeling)
• Simulations and modeling (e.g., using AI to run simulations for scientific experiments)

Documenting Use of AI: It is necessary to document your use of AI in this course, using the following guidelines:

• Document AI usage and reflect on how it enhanced learning and output (e.g., 'Project design developed using Autodesk Generative Design', 'Microsoft PowerPoint’s Designer feature and Excel’s data analysis tools were used for this project')
• Maintain academic integrity and personal intellectual contributions
• Regular reflections on AI’s impact on their work and learning process

Why have I adopted this policy? This policy fully integrates AI into the academic workflow, preparing students for a future where AI is prevalent in professional settings. It aims to develop students’ proficiency in using AI as a powerful tool while maintaining a strong emphasis on academic integrity and the student's own intellectual contributions. This integration fosters advanced skills in leveraging AI for comprehensive project development and problem-solving.

Description of AI Use: These draft syllabus statements were developed in collaboration with AI (ChatGPT4.o), with AI supporting the following tasks:

• Developing initial drafts of the statements
• Adding specific examples of tools

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Providing drafts of rationales for each level of AI use based on the context and goals provided (e.g., university-level, goal of highlighting educational benefits while maintaining academic integrity)

Examples from other Institutions:
- [Examples of AI & ChatGPT Syllabi Statements | Writing in the Disciplines | The University of Vermont (uvm.edu)](https://example.com)
- [AI Use at Queens University](https://example.com)