**Appendix: Examples of AI Policy – Course Syllabus Statement**

Please include your personal Instructor statement alongside the college statement. Your personal statement serves as a supplementary addition and should not replace the college statement.

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Here are some things to consider as well some sample policies that you can use or adapt to fit the needs of the course(s) you teach.

When creating AI policies for your courses, consider these 5 elements:

1. Specify the conditions for the use of generative AI in the course and in the assignments.
2. Explain to students how they should acknowledge the use of generative AI in their work. (Provide an example if possible)
3. Point students to further guidance on using AI. If you are having your students use AI, you are responsible for providing support. If you need help with support, contact OET.
4. Provide clear consequences for breaches of academic integrity, possibly in consultation with your Department Chair.
5. Manage suspected breaches of academic integrity by following the Student Grievance procedure (i.e., contact the student directly, then your Department Chair, then possibly other interested parties).

# **1. No Use of Generative AI**

**Example A No Use:** Generative AI is not allowed in this course. Use of such tools will not be accepted.

**Example B No Use:**

This course requires that all submitted work be created by the students themselves, working individually or in groups. Any use of generative AI or other entities (human or computer-based) to create your work is prohibited and is considered a form of plagiarism.

**Example C No Use:**

To meet the learning outcomes of writing, analysis, and critical thinking skills, students are required to prepare all their assignments themselves, including outlines, drafts, and final versions. Hiring or using a person, a company, or AI tools to do student work is not allowed.

**Example D No Use:**

The use of artificial intelligence (AI) such as ChatGPT or any other Generative AI to produce academic work of any type is not an option in this course. Simply stated, its use does not align with the college’s mandated guiding **student learning objectives** of this Introductory course and its use will be viewed as **plagiarism**.

# **2. Limited Use of Generative AI**

**Example A Limited Use:**

In this course you will be allowed to use Generative AI for some assignments. Each assignment clearly states whether, how, and to what degree it is to be used. All use of AI must be properly referenced. MLA/APA Citation information is available within the Student Resources module.

**Example B Limited Use**:

This course allows for limited use of generative AI such as ChatGPT under the instructor's supervision. Students are expected to do the research and writing for substantive portions of the assignments.

**Example C Limited Use:**

Edited copy. Policy of Xiongyi Liu of Cleveland State University

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. Use of AI tools, including ChatGPT, is permitted in this course. Nevertheless, you are only encouraged to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. It is your responsibility to make all submitted work your own, maintain academic integrity, and avoid any type of plagiarism. Be aware that the accuracy or quality of AI generated content may not meet the standards of this course, even if you only incorporate such content partially and after substantial paraphrasing, modification and/or editing. Also keep in mind, that AI generated content may not provide appropriate or clear attribution to the author(s) of the original sources, while most written assignments in this course require you to find and incorporate highly relevant peer-reviewed scholarly publications following guidelines in the latest publication manual of the APA. *Lastly, as your instructor, I reserve the right to use various plagiarism checking tools in evaluating your work, including those screening for AI-generated content, and impose consequences accordingly.*

# **3. Broad Use of Generative AI**

**Example A Broad Use:**

In this course you will be encouraged to use generative AI to assist in your work. It is not to be used as a replacement for your own research and your own thinking. Proper use and citations are required. See individual assignments for more details.

**Example B Broad Use:**

*Edited copy. Policy of Leah Schell-Barber for a Business Communications Course, Cleveland State University*

In this course, the use of Chat GTP or any other Generative AI is neither encouraged nor prohibited from use on assignments for this course. Generative AI is quickly becoming a communication tool in most business settings. Therefore, if you choose to use AI for assignments, please be sure to revise the content for clarity, conciseness, and audience awareness. AI is simply a tool and should not be used to produce first and only drafts. Every assignment submission will be graded using the rubric provided in the syllabus. Be aware that Generative AI may not develop high-quality work that earns a passing grade. It is your responsibility to review and revise all work before submitting it to the instructor.

[*https://pressbooks.ulib.csuohio.edu/teachingandlearning/chapter/statements/*](https://pressbooks.ulib.csuohio.edu/teachingandlearning/chapter/statements/)

**Example C Broad Use:**

We will use AI tools that harness large language models, including ChatGPT (and DALL-E 2 among others), as pedagogical opportunities for learning and teaching in the course. Doing so aligns with the course objective on digital literacies (course objective 4) and opens a class dialogue about the role of AI in education, including opportunities and complexities for teachers' everyday work in facilitating the learning of diverse student cohorts. AI in education is a vital topic for pre-service teachers who must navigate ongoing changes in the educational landscape caused by digital technologies like AI and machine learning. Maintaining high ethical standards of integrity as per UQ policy and as professional teachers mean any use the AI in assessment tasks will be identified and referenced.

At the beginning of the course, we will co-create a class agreement on the use of AI tools that ensures everyone has equal access to such tools and knowledge of their benefits and limitations; understands the appropriate use of them; and is clear on policies and procedures for their use.

***(Humanities and Social Sciences) Curriculum in Primary School "Use of AI tools in EDUC2760\**** *University of Queensland (UQ), Australia Kelly Mathews*

# **4. Violation Consequences**

Instructors should define specific consequences in a syllabus statement.

Violations of this policy may result in disciplinary action, including warnings, academic penalties, suspension, or expulsion, depending on the offense's severity. Legal consequences may also apply if any violation involves unlawful activities or breaches of privacy or security laws.