Guidelines for Syllabus Statements About Generative AI

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I. Purpose of these Guidelines

The following guidance aims to help instructors thinking about the impact of generative artificial intelligence (AI) tools on teaching and learning. Specifically these guidelines suggest instructors:
- include a syllabus statement regarding use of AI tools;
- create transparent and productive learning environments by explicitly discussing appropriate, creative, and/or ethical AI use within a course, discipline, and/or profession; and
- prevent situations in which a student unintentionally engages in academic dishonesty while using AI tools.

The University of Arizona Catalog includes a list of required syllabus policies, including The Code of Academic Integrity. The phrase "graded work/exercises must be the product of independent effort unless otherwise instructed" can be interpreted differently. Therefore, instructors should also include a statement specifically addressing course policy on the use of generative AI and discuss this policy with students. If applicable the syllabus should include information about the use of AI detection applications, because these involve sharing student-created work. Example syllabus statements are provided below.

Students will potentially face different policies in different courses/assignments in regard to the use of generative AI. Also, there are many different ways students might interact with generative AI in their learning processes. Clarification about expectations is necessary. This is similar to the potentially different meanings of the phrase "open book exam." Does "open book exam" include using the textbook and notes? Recorded lectures? The internet? Talking with classmates, friends, and family? It is extremely important to be direct and specific about course policies concerning AI. Starting with the syllabus, engage with students as partners in
- learning about types of AI as related to the course, discipline, and profession; and
- discussing issues of academic integrity

II. Things to Consider About AI, Teaching, and Learning

Generative AI tools based on large language models (LLMs) simultaneously present exciting opportunities and worrisome challenges. Prior to developing course policies about generative AI, consider the following issues.

Learning Goals for Students: Generative AI tools can augment learning and may be a technology that students will use in the future, but their use may not be relevant or appropriate in all situations. Evaluate how using AI or learning about AI fits with a course's goals and objectives. Consider whether or not the use of generative AI:

- aligns with the learning outcomes and objectives of the course;
- provides multiple means of engagement, representation, action or expression of learning;
- ameliorates differences in students' language or preparatory experiences;
- facilitates process, practice, or develops durable critical thinking skills;
- prepares students for future employment and equips them with digital and information literacies; and/or
- makes the learning experience more interactive, personalized, or stimulating.

Academic Integrity: The University of Arizona Code of Academic Integrity prohibits "all forms of academic dishonesty, including...cheating, fabrication, facilitating academic dishonesty, and plagiarism." Definitions of "cheating" vary. Therefore, students need guidelines and explanations from you about what counts as "cheating" or "plagiarism" within the context of a specific course or assignment. Students may not be aware that AI policies can and will vary between courses, sections, instructors, and departments, so take time to support them in understanding and abiding by different policies. When introducing assignments, clearly articulate the expectations and/or boundaries of when, where, and how generative AI might be used—and, if used, how it will be documented. (See guidance on citation/acknowledgment in section III below.) In considering academic integrity in your course, also think about ways to foster honest behavior and if you can prevent or detect cheating. Note that AI-detecting tools *are not* reliably accurate. The [University Center for Assessment, Teaching, and Technology](#) can help you to review and re-think course assessment plans and assignments, and strategize how to promote and protect academic integrity.

Accessibility, Equity, Risks, and Ethics: Specific students are likely to be more familiar with generative AI tools. According to a [May 2023 Pew Research Study](#), Americans with higher household incomes and formal education were more likely to know about ChatGPT, and White adults who have heard of ChatGPT are consistently less likely than their Asian, Hispanic or Black counterparts to have used the chatbot for fun, work or education. Some people see this technology as a way to mend inequities. At the moment many generative AI tools are free, but more powerful versions of these tools are starting to charge a subscription fee. There are risks and practical precautions to keep in mind and discuss with your students: The companies that own these tools collect information, so you and your students should not enter confidential information. Review the privacy policies of any tool you use or suggest as class material. Large language models are trained on information from the internet, so their output contains misconceptions, biases, violence, racism, sexism, etc. that exist in that data. The use of intellectual property by large language models is debated; lawsuits about infringement on intellectual property rights are pending. Generative AI makes up (hallucinates) information that is non-existent but sounds plausible. Generative AI can be steered by the bias of human-written prompts, too. Generative AI tools are not search engines; the output needs to be checked. Not all generative AI tools meet the requirements for accessibility as defined by the Americans with Disabilities Act. AI companies have been criticized for unfair labor practices.

AI-augmented Teaching: Generative AI can be used to design a course, create lesson plans, write multiple-choice questions, prepare a slide presentation or other course materials, and assist with responding to student work. Consider how you will acknowledge your use of generative AI tools.

Instructor Workload: Whatever your policy decision is, workload may increase. This includes, but is not limited to, creating a thoughtful syllabus policy; adjusting or adapting instruction, coursework, and assessments, and addressing students' questions about allowable AI use. It may be more time-consuming to disallow the use of generative AI in courses, especially large sections. AI-detection tools are not reliable and the necessary evaluation by a human reader takes time. So, too, do discussions with students and documentation of violations.

Consult with the [University Center for Assessment, Teaching, and Technology](#) if you would like to talk about your particular courses or learn more about generative AI, teaching, and learning.

III. Example Syllabus Statements

Whether or not instructors permit or discourage the use of generative AI technologies in courses, all courses should include at least a syllabus statement, ideally with additional discussion, that explains the reasons for the course policy regarding generative AI use. Your reasons might include achievement of the learning objectives, developing professional skills and literacies, and/or academic integrity.

Please use these sample syllabus statements *as a starting place for developing your own*.

Generative AI use is NOT allowed for any purpose

In this course any and all uses of generative artificial intelligence (AI)/large language model tools such as ChatGPT, Dall-e, Google Bard, Microsoft Bing, etc. will be considered a violation of the [Code of Academic Integrity](#), specifically the prohibition against submitting work that is not your own. This applies to all assessments in the course, including case studies, written assignments, discussions, quizzes, exams, and problem sets. This course policy is driven by the learning goals and desired learning outcomes for the course: **[insert description of learning goals and outcomes]**
The following actions are prohibited:
- entering all or any part of an assignment statement or test questions as part of a prompt to a large language model AI tool;
- incorporating any part of an AI-written response in an assignment;
- using AI to summarize or contextualize reading assignments or source materials; and
- submitting your own work for this class to a large language model AI tool for iteration or improvement.

If your intent is to disallow all use of generative AI, please think about:
- How will you explain the benefits of this approach for students' learning, personal, and professional development?
- How might you adjust assignments or assessment methods to discourage use of an AI tool?
- How will you detect and handle violations of this course policy?

Generative AI use IS permitted or encouraged

In this course you are welcome and expected to use generative artificial intelligence/large language model tools, e.g. ChatGPT, Dall-e, Bard, Perplexity. Using these tools aligns with the course learning goal/s **[insert the course learning goal/s that use of AI aligns with]**.

Be aware that many AI companies collect information; do not enter confidential information as part of a prompt. LLMs may make up or hallucinate information. These tools may reflect misconceptions and biases of the data they were trained on and the human-written prompts used to steer them. You are responsible for checking facts, finding reliable sources for, and making a careful, critical examination of any work that you submit.

Your use of AI tools or content must be acknowledged or cited. If you do not acknowledge or cite your use of an AI tool, what you submit will be considered a form of cheating or plagiarism. Please use the following guidelines for acknowledging/citing generative AI in your assignments **<insert link to MLA or APA or your own instructions about citation/acknowledgment>.**

Generative AI use is allowed for certain purposes/assignments, but not for others

In this course, generative artificial intelligence/large-language-models tools, such as ChatGPT, Dall-e, Bard, Bing, may be used for **[assignment types A, B & C]** with appropriate acknowledgment and citation, but not for **[assignment types D, E & F]**. If you are in doubt as to whether you are using generative AI tools appropriately in this course, I encourage you to discuss your situation with me.

Be aware that many AI companies collect information; do not enter confidential information as part of a prompt. LLMs may make up or hallucinate information. These tools may reflect misconceptions and biases of the data on which they were trained and the human-written prompts used to steer them. You are responsible for checking facts, finding reliable sources for, and making a careful, critical examination of any work that you submit.

Please use the following guidelines for acknowledging/citing generative AI: **<insert link to MLA or APA or your own instructions about citation/acknowledgment>.**

If your intent is to allow any or limited use of generative AI in your course, please give thought to:

- When, where, and how you communicate expectations: Make sure that students have information about what is/is not appropriate, how to cite/acknowledge use, and opportunity to ask questions on particular assignments.
- Equity and inclusion: How will you ensure that all students have access to tools and support for learning about steering generative AI and critically analyzing output?

III. How to Cite/Acknowledge use of AI

Citation and acknowledgment practices for generative AI are evolving along with the tools. Remind your students that they are responsible for the quality of the work that they submit. Indicate in the syllabus and/or assignment instructions how to cite AI-generated content and acknowledge use of AI tools.

Acknowledging Assisted Processes: Students might use AI tools to assist them during the learning and composing processes. AI tools can help summarize and synthesize texts. AI tools can help develop focused research topics and resource search terms, produce outlines, and generate paragraphs of text or composite images. If students use AI tools as part of their process during the learning activities and assessment projects, be sure to tell them where and how they can document their use of AI tools. If it is a more traditional research project, it might include a methods section. Or, you might assign a process reflection memo that students submit as a parallel part of their project.

Citing Generated Content: Remind students that when any AI-generated content is paraphrased, quoted, or incorporated into work, it should be cited; this includes AI-generated visuals or other media. If the AI tool makes its interactions shareable, tell students to include a link or URL to the original prompt. The [MLA Style Center: How do I cite generative](#) or [APA Style: How to cite ChatGPT](#) include other examples. It may take time for more specific citation guidelines to settle; therefore, you may find yourself developing guidelines specific to your course or assignments.

Checking Suggested References: Depending on the prompt, generative AI tools may create biased, illogical, or false information and non-existent sources. Remind students they should thoroughly check or investigate any content generated by AI large-language models and that they are ultimately responsible for the quality and content of all submitted work.

IV. Statement of Use of AI Content Detection

AI content detectors are available to assist in scrutinizing student work. *Be aware that AI detectors are not fully reliable.* The evaluation of an AI detection tool alone is not sufficient evidence to conclude that a student has violated any rules. A human instructor must evaluate the circumstances and converse with a student in order to determine whether or not misconduct has occurred as well as formulate an appropriate course of action.

If you choose to use AI detection, include a statement in plain language that describes what tool(s) will be used. Be transparent with students in writing before any assessment or grading begins. If possible, include a link to the privacy policy of the tool(s).

> **Use of AI-Detection**
> Your written work may be shared with one or more AI-detection tools designed to predict if the text was created by a generative AI/large-language model like ChatGPT. [TurnItIn Services Privacy Policy](#) is available online.

TurnItIn's detection tool is integrated into the Brightspace D2L learning management system at UArizona although it is currently (8/7/2023) inactivated. For updates on TurnItIn, please contact the

University Center for Assessment, Teaching, and Technology. If you use other detection tools, link to their data privacy policy when available. The statement above aligns with the University's value of respect for data privacy and standard 6.4 of the Quality Matters Rubric for Higher Education Online/Hybrid courses which specifies that "The course provides learners with information on protecting their data and privacy."

In addition to a written statement, discuss academic integrity early and in-depth with students. This is an opportunity to learn what students think about cheating, as well as to clarify instructions and rules about the use of generative AI. Other ways instructors can cultivate honesty include: spreading learners' workload evenly throughout the course; requiring a description of process; reflecting on the pros/cons of AI; writing during class time; checking in with students throughout the term about what's going well and what isn't.

Contact the Dean of Students with questions about Code of Academic Integrity procedures.

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This document was authored by members of the Syllabus Guidance Team of the University of Arizona AI Access & Integrity working group, August 2023. We are grateful for feedback that contributed to improving the guidance. **Authors**: Isabella Carrillo, Shelly Rodrigo, Scott Eisenberg, Caitlin Hills, Alison Jameson, Kristin Chorba, Moe Momayez, Jess Zeitler, Gretchen Gibbs