

Guidelines for Writing Artificial Intelligence (AI) Statements
in the Course Syllabus

Foreword

In the digital era, where Artificial Intelligence (AI) plays a significant role in all aspects of life, higher education must adapt to fully leverage the potential of AI. Establishing clear **AI Statements** in instructional documents such as course syllabi is an essential practice for fostering understanding and defining appropriate usage guidelines for AI tools in support of student learning and skill development.

This document has been prepared to ensure a shared understanding between instructors and students regarding the use of AI tools within individual courses. It includes the following key components:

- The definition and primary objectives of an **AI Statement**, which help establish appropriate frameworks for the use of AI tools;
- Sample **AI Statements** illustrating various levels of permission and limitations within diverse teaching and learning contexts;
- **Ethical guidelines**, providing clarity on behaviors considered unethical in academic settings;
- Recommended practices for **responsible AI usage**, aiming to enhance the quality of learning;
- The use of **icons** to visually communicate course-level AI policies, enabling students to clearly understand AI-related expectations outlined in the course syllabus.

It is our hope that this document will serve as a useful reference to promote creative, ethical, and context-appropriate use of AI tools in teaching and learning. Instructors are encouraged to adapt the guidelines herein to suit the specific needs and learning environments of their respective courses, thereby enhancing the effectiveness of the student learning experience.

Note: This guideline is intended as a recommended practice and does not carry the status of formal institutional policy.

The Center for Teaching and Learning Excellence

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Definition of an AI Statement

An AI Statement refers to a declaration or policy included in instructional documents—such as a course specification, course syllabus, or assignment guidelines—with the primary purpose of outlining the acceptable use of Artificial Intelligence (AI) tools within the teaching and learning context of a specific course.

Primary Objectives of the AI Statement

1. **To define the scope of AI tool usage** by clearly indicating permissible uses—such as brainstorming, text refinement, or data analysis—as well as prohibited actions, such as using AI to generate entire assignments without the instructor’s permission.
2. **To promote academic integrity**, by encouraging students to produce work that genuinely reflects their own effort and knowledge, and to understand the value of ethical academic conduct.
3. **To ensure transparency**, by requiring students to explicitly disclose their use of AI tools during their work process. This includes identifying the AI tools used, specifying the prompts given, and describing the role of AI in supporting the task.
4. **To prepare students for the future**, by helping them develop the skills to use AI tools responsibly and effectively in a world where AI plays an increasingly significant role in professional and academic contexts.

Examples of Content Commonly Included in an AI Statement

1. **Specification of permissions and limitations** regarding the use of AI tools, helping students understand appropriate usage conditions.
2. **Guidelines for referencing AI tools** when used in academic assignments or reports, such as naming the tool, stating the prompts used, and explaining AI’s role in the task.
3. **Examples of appropriate and inappropriate usage** to foster clear understanding of ethical AI application.
4. **Academic consequences for misuse of AI**, such as plagiarism or generating entire content through AI without proper citation or authorization, which constitutes a violation of academic ethics.

In summary, the AI Statement serves as a key guideline for establishing clear and fair expectations in teaching and learning—benefiting both instructors and students. It contributes to a high-quality educational experience that aligns with the demands of a digital era in which AI plays a pivotal role.

Instructor Guidelines for Defining an AI Statement in the Course Syllabus

Establishing an AI Statement in the course syllabus is essential for creating clear expectations between instructors and students regarding the use of AI tools. This ensures alignment with course objectives while upholding academic standards and integrity. The following recommendations are intended to help instructors design and communicate AI tool policies effectively:

1. Consider the Appropriateness of AI in Relation to Course Objectives

- **Analyze the impact of AI:** Evaluate how the use of AI can enhance student learning within the course, such as supporting brainstorming, data analysis, or reducing repetitive tasks.
- **Define usage boundaries:** Clearly specify the role of AI in supporting learning. For example, AI may be permitted for information gathering but not for generating final content or outcomes.
- **Align with learning goals:** Assess whether the use of AI tools facilitates—or hinders—the development of core competencies such as critical thinking, academic writing, or problem-solving.

2. Communicate AI Policies Clearly and Transparently

- **Include clear policy statements in the syllabus:** Add a dedicated section titled “AI Tools Policy” to outline the specific permissions and restrictions regarding the use of AI. This should include examples of tasks where AI use is permitted and those where it is prohibited.
- **Examples of clear policy statements:**
 - *“In this course, students may use AI tools such as ChatGPT to support brainstorming or information retrieval. However, students are responsible for verifying the accuracy of the information and must clearly cite any AI tools used.”*

- *“Using AI tools to generate entire content without modification or proper attribution will be considered a violation of academic ethics.”*

3. Provide Clear Examples and Guidance on Citing AI Tools

- **Citation Formats for AI Tools:**

Students should be encouraged to use standard citation styles such as **APA (American Psychological Association)** or **MLA (Modern Language Association)** to properly reference AI tools used in academic work.

- **Citing Generative AI Tools (e.g., ChatGPT) as Information Sources:**

As of now, there is no universally accepted standard for citing generative AI tools like ChatGPT in academic writing. Generally, it is recommended to follow the **“personal communication”** citation format when referencing content generated by AI tools.

- **Further Resources on AI Citation Guidelines:**

- Citation Guides by SUSS Library (<https://libguides.suss.edu.sg/apa>)
- Citation Guides by The University of Queensland Australia's Library (<https://guides.library.uq.edu.au/referencing/ai-tools-assignments#s-lg-box-22362889>)

4. Provide Guidance on “Transparency Statements”

- Instructors should require students to **include a transparency statement** at the end of each assignment, describing how AI tools were used in the process. This promotes academic transparency and accountability.

Example statements:

- “I used ChatGPT to help develop ideas for this essay, using the prompt: ‘Generate ideas on the impact of AI on education.’”
- “I used AI to refine the structure of this report, but all content was reviewed and edited by me to ensure accuracy and coherence.”

5. Promote Ethical and Responsible AI Use in Learning

- **Encourage critical thinking:** Students should be guided to assess potential errors, limitations, and biases of AI tools. They must verify the accuracy, relevance, and reliability of any AI-generated content before incorporating it into academic work.

- **Emphasize accountability:** Remind students that they are **ultimately responsible for the content** submitted. This includes fact-checking AI-generated material and ensuring it meets academic standards.

6. Define Appropriate Use of AI in Assignments

- **Examples of Permitted Uses:**
 - Using AI to help generate initial outlines or brainstorm ideas.
 - Using AI as a tool for preliminary information gathering, provided the information is verified and supported by credible academic sources.
- **Examples of Prohibited Uses:**
 - Using AI to write an entire essay or produce major sections of an assignment without substantive revision or personal input.
 - Using AI-generated citations or references without verifying their accuracy from credible academic databases.
- **Provide Context-Specific Usage Guidelines:**
 - Instructors should specify AI usage expectations based on assignment types, such as group work, visual content creation, or grammar and style checking.

7. Provide Opportunities for Students to Ask Questions or Share Feedback

- **Communication Channels:**
Instructors should specify clear methods for students to reach out with questions or concerns related to the use of AI tools in the course. These may include the instructor's email, designated online communication platforms, or scheduled office hours.
- **Encourage Classroom Discussions:**
Create opportunities for students to engage in discussions about the **benefits and limitations of AI tools** in learning contexts. These conversations help promote **critical thinking** and foster a deeper understanding of the evolving role of AI in education.

8. Keep AI Policies Up to Date

- **Stay Informed of Emerging Technologies:**
Continuously update your knowledge of new AI tools and the latest academic practices

to ensure that AI policies remain relevant and responsive to the rapidly evolving learning environment.

- **Incorporate Feedback:**

Use feedback from students and fellow instructors to refine AI usage guidelines in the course, making them more flexible and aligned with learners' needs and expectations.

Sample AI Statements for the Use of AI Tools in the Course Syllabus

Establishing clear guidelines for the use of AI tools within a course is crucial for upholding academic standards and supporting students' skill development. The following sample AI Statements are designed to define the **permissions and limitations** regarding AI tool usage, categorized by varying levels of restrictiveness.

1) Most Restrictive

This approach emphasizes that all learning processes and assignments must be the **independent work** of the student, without assistance from any AI tools. The aim is to promote **academic integrity** and encourage students to rely on their own critical thinking and analytical skills. This policy also reinforces the importance of developing essential academic and professional competencies.

AI Tool Usage Policy

In this course, students are required to complete **all assignments independently**, without the use of any Artificial Intelligence (AI) tools such as ChatGPT, MidJourney, or similar technologies.

All submitted work must reflect the student's own effort, understanding, and original thought. The use of AI tools will be considered a **violation of the academic integrity policy**, which may result in a **grade penalty (up to a score of zero)** and may be subject to **additional disciplinary action** in accordance with institutional regulations.

Writing an AI Statement

Sample Statement 1: Developing Writing Skills and Creative Thinking

"Develop your own writing style and ideas without relying on AI tools."

In this course, the use of Artificial Intelligence (AI) tools—such as ChatGPT, Copilot, or DALL·E—is **not permitted at any stage** of the assignment process. This includes brainstorming, drafting, writing, and editing. While AI tools may offer advantages in certain professional contexts, the policy for this course is designed to cultivate students' **original thinking, creative expression, and authentic writing abilities**—skills that are central to the learning objectives of this course.

If you have any questions regarding possible exceptions, please contact the instructor via email at [Instructor's Email].

Sample Statement 2: “Master the Fundamentals Before Using AI Tools”

The use of Artificial Intelligence (AI) tools such as ChatGPT, Copilot, or DALL-E is **not permitted** for tasks involving coding, research, writing, editing, or any step related to the assignment process. Although students may use these tools in their future academic or professional work, the policy for this course is designed to **strengthen foundational understanding** and promote **deep engagement with course content**, which will support long-term skill development and career readiness.

If you have questions regarding possible exceptions, please contact the instructor via email at [Instructor's Email].

2) Moderately Restrictive Policy

A **moderately restrictive approach** allows for **limited and ethical use** of AI tools to support the learning process and assignment development. This approach enables students to benefit from the capabilities of AI—such as **brainstorming**, **outlining**, or **editing**—while maintaining safeguards to prevent overreliance on AI that could undermine **critical thinking** and **conceptual understanding**.

This policy aims to help students develop a **balanced and responsible approach** to AI tool usage. Students may use AI as a **support tool** in specific phases of their work, but are expected to take full responsibility for the final content and to continue developing essential academic and professional skills.

The following section will include **guidelines for appropriate AI usage**, along with **examples of permitted and restricted practices**, to ensure AI is used in an ethical, transparent, and constructive manner.

Writing an AI Statement

Sample Statement: Conditional Use of Generative AI Tools

In this course, the use of **Generative AI tools**, such as ChatGPT, is **permitted only for specific purposes**, such as:

- ☐ Drafting an outline
- ☐ Brainstorming ideas

Use of AI tools beyond these purposes is **not allowed**. If students have questions regarding this policy, they are encouraged to consult with the [Instructor/Teaching Assistant].

AI Tool Usage Requirements

1. **Students must clearly disclose** the use of AI tools in submitted work and **appropriately reference** the source of the AI-generated content.
2. **AI tools may not be used** as a substitute for the student’s own critical thinking or learning process.
3. **Excessive reliance on AI** that diminishes meaningful engagement with the course content will be considered **inappropriate use**.

Guidance on Assignments and Assessment

Each assignment or assessment may come with specific instructions regarding the permitted use of AI tools. Students are expected to carefully review these details and should consult the [Instructor/Teaching Assistant] if they have any questions **prior to beginning their work**.

Note

This policy is intended to **support the appropriate use of AI tools** in ways that enhance the learning process. It does not aim to replace the development of the student’s own analytical and cognitive abilities.

Sample Statement 2: AI for Ideation Only – Final Work Must Be Original

“Gather ideas from any source, but develop your own writing and expression.”

In this course, students are permitted to use AI tools (e.g., ChatGPT, Copilot, Elicit, DALL·E, etc.) to support **brainstorming and preliminary research**—such as exploring potential research topics or clarifying complex terms for personal understanding.

However, the **final work submitted** must be entirely **produced and written by the student**, without direct reliance on AI-generated content. The goal of this course is to help

students **develop their own writing style and critical thinking skills**, which are essential to the learning outcomes of the subject.

If students have any questions or would like to propose exceptions, they are encouraged to contact the instructor at **[Instructor's Email]** for further discussion.

Sample Statement 3: AI Use for Editing and Final Production Only – Not for Ideation or Research

“Develop your ideas and analysis independently, but you may use tools for presentation and refinement.”

This course emphasizes the development of **original thinking and the ability to synthesize complex information**. Therefore, students are **not permitted** to use AI tools (e.g., ChatGPT, Copilot, DALL·E, etc.) for **brainstorming, generating initial ideas, or conducting background research**.

However, once students have developed their own ideas and analysis, they **may use AI tools** to support the **refinement, editing, or presentation** of the final work submitted for assessment.

If AI tools are used, students must **explicitly disclose their use**. For example:

“This assignment was written/edited with assistance from ChatGPT.”

If you have questions about this policy or would like to propose exceptions, please email **[Instructor's Email]** before using AI tools to discuss further.

Sample Statement 4: Permitted Use of AI-Supported Tools – Bibliographic Management

1. Bibliographic Management Tools

Examples: EasyBib, Zotero

- ☐ These tools assist students in tracking sources they have found independently and can **automatically generate citations and bibliographies**.

(Note: The generated output may not always be accurate—students are expected to review and correct citations before submitting their work.)

- ☐ The use of bibliographic management tools is **always permitted** in this course. Students are **encouraged** to use these tools to support their research and academic writing practices.
- ☐ Later in the semester, the instructor will introduce **Zotero**, a powerful bibliographic tool that is used regularly for academic research and writing. Many find it to be **invaluable**, and some even express regret that no one introduced it to them earlier in their academic journey.

2. Editing Tools

Example: Grammarly

- These tools help **identify basic errors and issues** in writing and provide suggestions for improvement.
- The use of editing tools is permitted within a limited scope—students may use them to detect errors, which they must then correct on their own. However, students may not use AI to write or fully revise sentences, paragraphs, or entire essays on their behalf.
- If you are unsure about the permitted scope of use, please consult the instructor.

3. Generative AI Tools

Example: ChatGPT, Gemini

- These tools are capable of generating content such as outlines, paragraphs, or complete essays for students.
- In this course, the use of any form of Generative AI is strictly prohibited unless explicitly stated in the assignment instructions (which will occur only once throughout the semester).
- Although the use of AI may appear justifiable, if it undermines the student's cognitive process and intellectual engagement, it is still considered inappropriate use.

3) Least Restrictive

This course allows students to utilize artificial intelligence (AI) tools—such as ChatGPT, Copilot, DALL·E, and other related platforms—to support learning and assignment completion. The objective is to foster creativity and promote deep learning. The use of AI tools is encouraged as a supplementary resource that enhances learning effectiveness and helps students develop essential skills in the digital era.

However, the use of AI tools must be conducted ethically and responsibly.

Principles for the Appropriate Use of AI

- Students should be mindful of accuracy, transparency, and active participation in the creation of their own work.
- The use of AI should serve to enhance students' learning, rather than replace their critical thinking or personal engagement.

Accordingly, the course will provide clear guidelines and recommendations regarding the use of AI tools in various contexts to ensure that students utilize these tools appropriately and in alignment with the intended learning outcomes of the course.

Writing an AI Statement

Example 1: AI Usage Statement for This Course

This course recognizes the benefits and potential of Artificial Intelligence (AI) tools—such as chatbots, text generators, paraphrasing tools, summarizers, and problem-solving programs—in supporting student learning and fostering creativity. Students are permitted to use AI tools to aid their learning and complete assignments, provided that they comply with the following requirements:

1. Acknowledge the Limitations of AI Tools
 - AI tools such as ChatGPT may generate inaccurate, incomplete, or misleading information.
 - To use AI tools effectively, students must design precise and well-formulated prompts to elicit meaningful and relevant responses.
2. Verify the Accuracy of Information

- Data retrieved from AI tools, including numerical values or factual content, may be incorrect. Students are responsible for verifying such information using credible and reliable sources before including it in their work.
 - Students are accountable for the accuracy of all information presented, just as they would be when citing any other online source.
3. Ensure Transparency in AI Usage
- Students who use AI tools must disclose their usage clearly by including a statement at the end of their work describing:
 - The purpose of using AI
 - The prompts or commands used
 - The role of AI in supporting the final outcome of the assignment
 - Failure to disclose the use of AI tools constitutes a violation of academic integrity and ethical standards.
4. Use AI Appropriately in Alignment with Learning Objectives
- The use of AI must be aligned with the intended goals and guidelines of the assignment.
 - Students must not use AI as a means to bypass critical thinking, independent learning, or meaningful engagement with the course content.
5. AI Tools Provide Evidence of AI Tool Usage
- Students must explain:
 - How AI tools were used and how the output contributed to their work
 - What they learned from using the AI tools
 - How they verified the accuracy and credibility of the AI-generated content
 - How they integrated AI-generated results into their own original work
 - Their awareness of the limitations and potential biases of AI tools
6. Uphold Ethical Standards
- The use of AI must comply with academic ethical standards and institutional policies regarding academic honesty and intellectual integrity.

If AI tools are used, students must provide a citation in the format specified by the instructor, including the following information:

- Name of the AI tool (e.g., ChatGPT, Bing Chat)
- Date of access

- URL of the platform
- The prompt or query used

Example:

Bing. “recent high quality instructional materials for teaching algebra to college students.” Accessed August 1, 2023. <https://www.bing.com/chat>.

7. Responsibility for AI-Generated Content

- Students are responsible for any errors or inaccuracies that result from the use of AI tools.
- All outputs generated by AI tools must be reviewed and revised by the student before submission.
- If errors are discovered after submission, students must inform the instructor and make necessary corrections immediately.

Use of AI Tools in Group Assignments

- For group assignments, students should discuss AI tool usage with all group members and establish a clear and transparent approach, which must be communicated to the instructor

Example 2: Permitted and Prohibited Use of AI Tools in This Course

In this course, the use of Artificial Intelligence (AI) tools such as ChatGPT, DALL-E, or other generative AI platforms is permitted under specific conditions to support the learning process and assignment development. All usage must be appropriate, responsible, and transparent, in accordance with the following guidelines:

Permitted Use of AI Tools

1. Brainstorming and refining ideas
2. Conducting preliminary research on relevant topics
3. Drafting outlines to organize thoughts and structure assignments
4. Grammar checking and improving writing style

Prohibited Use of AI Tools

1. Drafting entire assignments or generating full content solely using AI

2. Using AI-generated content without modification or submitting such content without appropriate citation
3. Using AI-generated citations or references without verifying their accuracy

Transparency Requirements

1. Students must disclose the use of AI tools in their submitted work and provide proper citations.
2. Students are responsible for verifying the accuracy and credibility of AI-generated content before incorporating it into their work.

If students are uncertain about whether the use of AI tools is appropriate for a specific assignment, they are encouraged to consult the instructor or teaching assistant. Any use of AI that violates the guidelines above may be considered an academic integrity violation and subject to disciplinary action under university regulations.

Example 3: Fact-Checking Requirement

""AI is allowed—but always verify for accuracy and bias.""

Students may use AI tools (e.g., ChatGPT, Copilot, DALL·E, etc.) at any stage of the assignment process, including brainstorming, researching, writing, and editing. However, just like in real-world applications, students remain fully responsible for the accuracy and quality of their submitted work. Please refer to individual assignment instructions to ensure proper attribution and responsible use of AI tools.

Example 4: Personal Reflections

"Use any tool—but ensure your reflections represent your own beliefs and perspectives."

AI tools may be used throughout the assignment process. However, students must ensure that any ideas, opinions, or observations presented in their work reflect their own personal understanding and beliefs—regardless of the tools used in the development process. Refer to the specific assignment instructions to ensure proper documentation and citation of AI tool usage.

Example 5: AI Encouraged

"Effective and responsible use of AI is a key skill students will develop in this course."

This course aims to help students build proficiency in the responsible and effective use of AI tools (e.g., ChatGPT, Copilot, DALL·E, etc.). Students will be expected to engage with these tools as part of the assignment process to prepare for future academic and professional applications.

When using AI tools, please follow the citation and usage guidelines specified in each assignment. For questions or concerns regarding this policy, please contact the instructor via email at [Instructor's Email] to discuss further.

Example 6: AI Usage Guidelines for Assignments

Assignment Guidelines

Topic: Research and Analysis of Sustainability Issues in the Aviation Industry

Permitted Uses

1. Students may use ChatGPT to assist with brainstorming ideas for the topic. For example, a prompt such as "What are the key sustainability issues in the aviation industry?" may be used to generate initial ideas
2. AI-generated content may serve as a starting point for further research. However, students must supplement it with information from credible and authoritative sources, such as academic databases or peer-reviewed research articles.

Prohibited Uses

1. Students must not use ChatGPT or any other AI tools to write the entire draft or any substantial portions of the assignment.
2. Students must not use AI-generated citations without thoroughly verifying their accuracy and authenticity.

Unethical Behavior Related to AI Tool Usage

The following uses of AI tools are considered violations of academic integrity:

- Copying or adapting AI-generated content without proper citation or disclosure.
- Presenting AI-generated outputs as one's own work without verification or meaningful revision.
- Using AI tools to produce work that does not reflect the student's actual knowledge, skills, or understanding.

Consequences

Unethical use of AI tools will result in a grade of zero for the assignment in question and may lead to further disciplinary action in accordance with university regulations.

Verifying Student Understanding in Fully Permitted AI Contexts

Even in courses where the use of AI tools is fully permitted to support the learning process and assignment development, instructors are encouraged to implement additional measures to ensure that student submissions genuinely reflect their understanding and active engagement.

Recommended strategies include:

- **Oral Examinations:** Allowing students to explain the origin of their ideas, problem-solving approaches, or rationale behind their submitted work.
- **In-Depth Questioning:** Asking open-ended questions about the content of the student's work to assess analytical thinking and critical understanding (e.g., "Why did you choose this method?" or "What is the origin of this concept?").
- **Post-Assignment Quizzes:** Administering short quizzes on key points from the submitted work to assess content comprehension.
- **Process Logs:** Requiring students to submit documentation such as drafts, AI usage logs, or reflective notes explaining decisions made at each stage of the assignment.
- **Reflections or Learning Journals:** Having students write a reflective entry at the end of the assignment describing what they learned through the use of AI and what aspects they revised independently.
- **Peer Review / Peer Explanation:** Asking students to explain their work to peers or engage in peer reviews that include analytical commentary.

- **In-Class Tasks:** Assigning tasks similar to the submitted work to be completed during class without AI tools, allowing for comparison to evaluate consistency in student reasoning and output quality.
- **Participation Tracking:** Participation behavior will be observed through students' responses to questions, class discussions, and contributions to online platforms. This serves to monitor students' engagement throughout the learning process.

These measures not only help prevent the inappropriate reliance on AI but also promote the development of students' analytical thinking, self-reflection, and the ability to clearly articulate their own ideas.

Student Process Log

Course Title: [Course Name]

Assignment Title: [Assignment Topic]

Student Name: [Full Name – Student ID]

Submission Date: [DD/MM/YYYY]

1. Workflow Summary

Please describe how you completed the assignment from start to finish.

Sample Response:

I began by planning the topic and used ChatGPT to brainstorm ideas related to sustainability in the fashion industry. I then created a preliminary outline and proceeded to write the first draft independently, based on information from three academic articles. I used Grammarly to conduct an initial grammar check.

2. Drafts

Attach files or provide accessible links (e.g., Google Docs or PDF) for the key draft versions of your assignment, such as:

- Article outline
- First draft
- version after using AI tools

File Attachment: [Attach files or provide accessible links]

3. AI Usage Log

Please describe how you used AI tools, including the prompts or commands used and the resulting outputs.

No.	Tool Used	Date Used	Prompt/Command Used	Output / How It Was Used
1	ChatGPT	5 March 2025	“Brainstorm ideas about sustainability in fashion”	Used to select a topic for the essay
2	Grammarly	8 March 2025	English grammar check	Improved sentence accuracy and fluency
3	Bing Chat	10 March 2025	“latest research on eco-friendly fashion”	Used for preliminary research and information sourcing

Acceptable Use

Sample Template for Student AI Usage Disclosure

“I hereby confirm that AI tools were used in the completion of this assignment. I provide the following explanation regarding the use of AI (ChatGPT) as a supporting tool in this work.”

For this assignment, I used ChatGPT to [describe the purpose or task for which AI was used, e.g., idea generation, research, or outlining the structure of the work].

Prompts used include:

[List the specific prompts used]

Example 1

The student used ChatGPT to help generate ideas for an essay outline and cited it as follows:

“ChatGPT was used to assist in developing an essay outline on December 10, 2024, via URL: <https://chat.openai.com>, using the prompt: ‘Please generate an outline for an essay on the impact of digital learning in the AI era.’”

The student wrote the content independently and incorporated their own personal reflections and opinions.

Example 2

The student used Bing Chat to search for supplemental information for an article and included the following statement in the assignment:

“Bing Chat was used to search for academic articles on the application of AI in education on December 5, 2024, via URL: <https://www.bing.com/chat>, using the prompt: ‘recent articles on AI in education.’”

Example 3

End-of-assignment disclosure statement regarding AI usage:

“For this assignment, I used ChatGPT to assist with brainstorming and outlining the article. The prompt used was: ‘Please generate an outline for an article on the impact of renewable energy on the economy.’”

The resulting output was reviewed and revised by me, and its accuracy was cross-checked with academic sources to ensure the completeness and appropriateness of the content.”

Example 4

“For this assignment, I used ChatGPT to help brainstorm and develop ideas for an essay on the impact of technology on education. Prompts used include:

- ““Please list five strategies for promoting learning through technology.””
- ““Help generate an essay outline on the topic of the impact of educational technology.””

The outputs from ChatGPT were refined and verified using external academic sources to ensure accuracy and relevance to the assignment’s context.”

Example 5

“In this assignment, I used ChatGPT to help brainstorm potential topics by asking: ‘What are the sustainability issues in the aviation industry?’ I then conducted additional research using credible sources and revised the content myself.

These practices support the effective use of AI as a learning and productivity tool while maintaining academic integrity standards.”

Examples of Unacceptable AI Tool Usage

1. Submitting AI-generated content without modification or citation
 - o A student inputs a topic such as “*The economic impact of climate change*” into ChatGPT and submits the generated text as their own work without any revisions or citation.
2. Using AI to complete exams or quizzes
 - o A student uses ChatGPT or other AI tools to find answers to online quiz or exam questions that are meant to be completed individually, in violation of exam rules.
3. Using AI to generate essays or key parts of an assignment without disclosure
 - o A student provides only a basic idea or topic to an AI tool, receives a fully developed essay, and submits it without disclosing the use of AI.

4. Using AI-generated data without fact-checking
 - A student includes statistics or numerical data generated by AI in an analytical report without verifying the accuracy or consulting reliable sources.
5. Fabricating references or using inaccurate AI-generated citations
 - A student includes citations created by AI tools without verifying their existence or correctness, resulting in false or misleading references.
6. Using Paraphrasing Tools to Evade Plagiarism Detection
 - A student copies content from external sources and uses an AI-based paraphrasing tool to reword the text, submitting it as their own work without citing the original source.
7. Violating Course Policies on AI Tool Usage
 - A student uses DALL-E to generate images for a presentation, despite explicit instructions from the instructor prohibiting AI usage.

These examples demonstrate inappropriate use of AI tools and may constitute academic misconduct. Such actions are subject to disciplinary measures as outlined in the course policies and university regulations.

Icons for Communicating the Course's General AI Policy in the Syllabus

Incorporating icons into the course syllabus can help students more easily understand the course's policies on the use of Artificial Intelligence (AI). Instructors may use these icons alongside clear explanations to effectively communicate the AI usage guidelines for the course.



AI Use Prohibited

- In this course, **students are not permitted** to use AI applications such as ChatGPT, Bard, Bing AI, or any other AI tools for any purpose.
- The use of AI in assignments, essays, or research activities constitutes a violation of course policy and may result in disciplinary action.



Minor Uses Permitted

Students are expected to complete all assignments independently. However, limited and clearly defined uses of AI tools are allowed. Unless otherwise specified in a particular assignment, students **may use AI tools for the following purposes**:

- ☒ Brainstorming ideas
- ☒ Polishing or editing text that you have personally drafted
- ☒ Creating an outline for an essay
- ☒ Modifying or designing presentation slides
- ☒ Reviewing content
- ☒ Quizzing yourself to reinforce understanding
- ☒ Or other learning-related purposes within approved boundaries

Unauthorized AI Uses

Students are **not permitted** to use AI tools for the following purposes:

- ☒ During quizzes or tests
- ☐ To generate content directly used in assignments, such as code, text, images, or other media
- ☒ To solve problems directly from assignments
- ☒ To write the first draft of a paper or essay
- ☒ To write all or part of a discussion post
- ☒ To analyze data without verifying accuracy

Additional Guidelines:

- ☒ AI Carefully review the instructions for each assignment to understand specific AI usage requirements
- ☒ If using AI-generated language, students must clearly indicate it using **quotation marks** and **proper citations**, just as they would with any human-written source.

Note:

The use of AI in violation of these guidelines constitutes a breach of academic integrity and may result in disciplinary consequences in accordance with university policies.



AI Integration by Assignment

In this course, students are permitted to integrate Artificial Intelligence (AI) into certain assignments. However, students must follow the specific instructions provided for each assignment regarding the extent to which AI usage is allowed.

Unless otherwise specified, students should be able to clearly demonstrate their personal contribution to the creation of the submitted work.

Additional Requirements for AI Usage *(Instructor-Defined)*

Example:

- ☒ AI Students must retain **drafts** and **AI usage logs** to demonstrate how AI was used and which parts of the content were generated by AI tools.

- ☒ Students must explain their role in developing AI-supported content and specify which portions were created independently.

Note

Failure to comply with these requirements, or inability to provide evidence of personal engagement in the assignment, may be considered an academic integrity violation and could result in disciplinary action as defined by university policy.



Specific Expectations and Instructor Notes

(Instructors may insert course-specific expectations here.)

If instructors prefer not to use the general course-level icons, they may instead provide this icon along with **clear and detailed instructions** on how Generative AI tools may or may not be used in the context of the course.

Icons for Assignments

These icons can be used in assignment instructions to **communicate the AI usage policy** for each task. When paired with clear explanations, these visuals help students quickly understand the expectations.



No AI Permitted on This Assignment

Description:

- The use of AI tools for this assignment is **not allowed**.
- All work must be completed **independently by the student**.



Generating Ideas

Examples:

- Using AI to assist with brainstorming, such as generating topics or ideas for an article, drafting a thesis outline, crafting slogans, designing concepts, or generating images.
- AI can support the creative process and enhance productivity. However, students should critically evaluate AI-generated ideas and determine whether they are appropriate for the assignment's context.



Creating Outlines

Examples:

- Using AI to help develop outlines for various types of work, such as paper outlines, assignment structures, or argument frameworks.
- AI-generated outlines can help students organize their thoughts and approach their work systematically. However, students must revise these outlines to align with their own ideas before writing begins.



First Draft Work Product Generation

Examples:

Using AI to generate initial drafts of assignment components, such as:

- ☒ First draft of a written text
- ☒ First draft of programming code

☒ First draft of a graphic design

☒ Spreadsheet data tables

☒ Spreadsheet data tables

☒ PowerPoint presentation slides

- AI can help students establish a starting point for further development.
- However, students must review, revise, and refine the content to ensure alignment with the assignment's objectives and academic standards.



Analyzing Data

Examples:

☒ Generating Conclusions from a Data Set

☒ Identifying Patterns or Trends

☒ Processing Large Data Sets for Insights

- AI-assisted data analysis can accelerate the synthesis of information and aid decision-making.
- However, students are responsible for verifying the accuracy of the AI-generated analysis and applying their own understanding to interpret the data correctly and avoid errors or biases introduced by the tools.



Rewriting, Editing, Polishing, Debugging

Examples:

☒ Rewriting parts of a report or academic paper

☒ Editing grammar and writing style

☒ Polishing text to improve readability and clarity

☒ Debugging programming code

- AI can be useful in identifying errors and enhancing the quality of writing or code.
- Nonetheless, students must take final responsibility for ensuring that revisions are accurate and appropriate for the academic context.



Intra-sentence Text Edits

Examples of sentence-level editing using AI include:

☒ Editing Punctuation

☒ Correcting grammar errors

☒ Proofreading for typos

☒ Suggesting synonyms

☒ Making limited improvements to sentence structure

- Tools such as Grammarly, Microsoft Word, or other applications can be used to assist with fine-grained sentence-level editing.
- These tools should be used to support improvements while maintaining the student's original intent.
- This **does not include** rewriting entire sentences.
- Students should carefully review AI suggestions and ensure that edits are contextually appropriate and preserve the integrity of their original message.



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