The following is an excerpt from the [Syllabus Template](https://cetl.olemiss.edu/wp-content/uploads/sites/83/2023/07/2023-CETL-Syllabus-Template-Suggested-Language.docx) created by the Center for Excellence in Teaching and Learning at the University of Mississippi. This section of the template was developed in the summer of 2023 to provide instructors with ideas for communicating their generative AI policies to their students.

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## Sample Syllabus Language on Generative AI

**Policy:** Every instructor may determine for their own class what uses of artificial intelligence are permissible and what uses constitute academic dishonesty as outlined in the [Academic Conduct and Discipline Policy](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696&accessPara=null). Instructors should be as clear as possible in their syllabi, and in speaking with their classes, about how students may or may not use generative AI in their work. Please be aware that there are currently no university-supported AI detection tools.

**Recommendation:** Depending on your context, generative AI may serve as a learning tool or as an obstacle in helping students reach your course goals. Since every instructor will take a different approach, the suggested language below is designed to provide a starting point for a range of attitudes toward AI use. Please choose the specific phrases and formats that work best for your context.

As you craft your policy, please keep in mind that students may encounter generative AI in a variety of programs: chatbots like ChatGPT; image generators like DALL-E or Midjourney; writing and research assistants like Wordtune, Elicit, or Grammarly; and eventually word processing applications like Google Docs or Microsoft Word. Consider incorporating flexibility into your guidelines to account for this range of tools and for rapid, ongoing developments in AI technologies.

Please be aware, too, that AI detection tools are unreliable, and use of AI detection software, which is not FERPA-protected, may violate students’ privacy or intellectual property rights. Because student use of generative AI may be unprovable, we recommend that instructors take a proactive rather than reactive approach to potential academic dishonesty by crafting assignments for which generative AI would not be helpful; scaffolding larger projects as a sequence of smaller projects, perhaps with some work taking place during class time; asking students to document and reflect on their processes for completing assignments; and creating assignments, policies, and grading schemes that reduce stress and enhance student motivation. CETL is happy to consult with you on any of these practices at any time.

**Use of Generative AI Permitted (with or without limitations)**

*Generative AI refers to artificial intelligence technologies, like those used for ChatGPT or Midjourney, that can draw on a large corpus of training data to create new written, visual, or audio content.*

*AI can support your learning in this course by [e.g., helping you brainstorm assignment topics or approaches, helping you consider points of view that hadn’t occurred to you, generating images for use in presentations, polishing your spelling and grammar, etc.]. It can hinder your learning by [e.g., generating ideas for you before you have had a chance to think of your own ideas; inhibiting the development of your own writing skills; generating factually inaccurate statements or fictional reference sources; etc.].*

*You may [or may not] use the following tools: [e.g., ChatGPT, Google Bard, Bing Chat, Claude, Synthesia, DALL-E, Midjourney, Fermat, Wordtune, Elicit, Grammarly, etc.]*

*You may [or may not] use AI tools in the following ways: [e.g., for brainstorming or idea generation; for developing research questions; for locating possible sources; for generating outlines; for generating sentences; for generating paragraphs; for generating counterarguments; for getting feedback on your work; for editing and proofreading; for summarizing readings; for clarifying passages from readings; for writing computer code; for generating images for presentations; for visualizing data sets; for checking your work on problem sets; etc.]*

*You may [or may not] use AI tools on the following assignments: [...]*

*If you use an AI tool to complete an assignment, please disclose your use of it by [e.g., citing the tool; identifying which elements of the assignment were created using generative AI; noting how you used the tool; writing a brief reflection on how AI affected your process; etc.]*

*Please know that you are responsible for the work you submit for this course, whether or not you use AI tools in the creation of that work. This means, among other things, that you should check the factual accuracy of what you submit, ensure that any sources you cite are not fictional, and be aware of potential biases in your work.*

*While you may use AI tools to enhance your learning in this course, please bear in mind that instructors for other courses will have different policies.*

*If you’re unsure about whether or not a specific tool or use of AI is permitted, please contact me.*

**Use of Generative AI Not Permitted**

*Generative AI refers to artificial intelligence technologies, like those used for ChatGPT or Midjourney, that can draw on a large corpus of training data to create new written, visual, or audio content. In this course, we’ll be developing skills that are important to practice on your own. Because use of generative AI may inhibit the development of those skills, I ask that you refrain from employing AI tools in this course. Using such tools for any purposes, or attempting to pass off AI-generated work as your own, will violate our academic integrity policy. I treat potential academic integrity violations by [...]*

*If you’re unsure about whether or not a specific tool makes use of AI or is permitted for use on assignments in this course, please contact me.*

**External Resource:** For a quick primer on how to prepare for Fall 2024, consult [this *Chronicle* advice column](https://www-chronicle-com.umiss.idm.oclc.org/article/4-steps-to-help-you-plan-for-chatgpt-in-your-classroom) by Flower Darby. For more detailed information on AI in the classroom, consult the resources on [AI text generators](https://docs.google.com/document/d/1V1drRG1XlWTBrEwgGqd-cCySUB12JrcoamB5i16-Ezw/edit#heading=h.r4nxfwgxmhae) compiled by Anna Mills and the [sample AI policies](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit) compiled by Lance Eaton. For writing-specific resources, explore the website of the [MLA-CCCC Joint Task Force on AI and Writing](https://aiandwriting.hcommons.org/).