

Guide to AI Syllabus Language:

A Resource for Crafting Effective Course Policies

A student-centered syllabus anchors transparency in its presentation of course content and policies. With the changing landscape of AI and the varying faculty approaches to these tools across the university, the SAS Curriculum Committee has advocated for the inclusion of a clear AI policy on syllabi that indicates to students the ways they are permitted to use, or prohibited from using, AI in coursework.

This resource is intended to help instructors craft AI Policy language for their syllabi. The examples below are designed to represent a variety of approaches to AI usage and are not intended to advocate for or endorse any particular AI policy. The example policy categories are loosely based on the [AI Assessment Scale \(ASIS\)](#). Each instructor should craft an AI policy that feels authentic to their own perspectives on AI usage and student learning goals.

Principles of a good AI statement: We encourage you to craft your own AI statement that reflects your approach to AI and how it relates to your course learning goals. An effective AI statement communicates your values, clarifies expectations, and helps students understand how AI supports (or does not support) their learning.

A strong AI statement is clear and transparent; intentional; ethical; and inclusive.

Below is a framework to help you craft an effective AI Policy for your syllabus.

Transparent: Students know what to do; instructors disclose their use of AI. Transparency builds trust and reduces ambiguity, supporting a more honest academic environment.

- Clearly state **when, how, and why** AI use is allowed or restricted.
- Provide **specific examples** of acceptable and unacceptable uses.

- Be open about **your own use of AI** in the course (e.g., materials, feedback, examples).

Intentional: The policy is aligned with learning goals: Ideally, your AI policy and the rationale behind it should support your course and assignment learning goals. Students are more likely to engage meaningfully when they understand the purpose behind the policy and the use of AI.

- Ensure your AI policy reflects your **course objectives**.
- If AI is allowed:
 - What does it help students learn?
 - How does it support skill development?
- If AI is restricted:
 - What skills require independent practice?

Ethical: The policy supports responsible use. Accountability becomes part of students' ethical and intellectual development—not just rule enforcement.

- Define expectations clearly and connect them to the university's **academic integrity standards** and learning objectives of the course.
- Address AI-specific concerns:
 - Plagiarism
 - Unauthorized assistance
 - Fabrication
- Create space for **questions and discussion** and/or invite students to participate in developing classroom norms around AI usage.

Inclusive: The policy accounts for student variability. Inclusive design ensures that AI integration does not disadvantage or exclude any student.

- Recognize differences in:
 - Access to AI tools
 - Technical familiarity
 - Ethical perspectives
- If AI is required or encouraged:
 - Provide guidance and support
 - Offer **alternative options** for students who do not feel comfortable using it.

Examples of Syllabus Language:

The following statements are presented as potential models of AI policies for syllabi. The committee has crafted these samples in the most general way to demonstrate wide applicability. **Text in brackets is specifically designed to be filled in with details specific to your course or approach.** They are intended to serve as examples that **can** and **should be customized** to the specifics of your course.

Policies that prohibit AI Usage:

General Statement:

This course does not permit AI usage on any aspect of coursework. This includes all [assignments, homework, readings, course-prep, studying, research, writing and in-class discussions or activities]. The use of AI in this course would prevent you from developing key skills [list skills] and detract from course learning goals. Please speak with the instructor if you have any questions related to this policy.

Writing Focused:

Developing your skills as a writer [and reader] is a primary learning goal of this course. This learning goal is undermined by the use of chatbots/LLMs [to summarize the content of assigned texts; “brainstorm” ideas or organize drafts; research or evaluate sources; or compose, edit, or proofread essays or other written assignments.] To be a strong writer, you must practice developing your own voice, learn the standards of [academic writing/creative writing] in our discipline, and develop the ability to communicate persuasive arguments and analyses. In order to support you in developing your writing skills, this course prohibits any use of AI on any course assignments. This includes the use of AI in [brainstorming, crafting outlines, drafting text, or proof-reading/revising using Grammarly or any other AI tool].

Quantitative Focused:

This course requires you to complete a number of quantitative assignments that build upon key skills throughout the semester. So that you can develop the skills you need to reach advanced concepts, the use of AI to complete [problem sets/assignments] is prohibited. The use of standard scientific/graphing calculators is permitted when indicated by the instructor. You will not have access to AI tools when taking exams for this course. While it is tempting to use AI to get the “right” answer, doing so will not help you build the skills and understanding you need to excel in [insert discipline].

Policies that permit selective use of AI:

- General:

In this course, students may use AI as a tool to support their learning. That may include producing study guides, reviewing readings and all brainstorming, outlining, and early research components of classwork. Students are not permitted to use AI to produce any text and/or edit and revise their own work beyond spelling and grammar checking [within Word, Google Docs, and/or using Grammarly]. The use of AI for generating written/assigned work in this course would prevent you from developing key skills [list skills] and detracts from course learning goals. Students are expected to disclose their use of AI on the final [assignment/paper/project] by clearly stating whether and how they used AI in the brainstorming stages and demonstrating how they developed these ideas further in the final assignment. If you have questions about this policy, please see the instructor for clarification.

- Writing Focused:

This course requires you to complete a number of writing-focused tasks throughout the semester. In support of your development as a writer, you are permitted to use AI as a tool to [list the uses you permit: help you brainstorm your paper ideas/create outlines/find sources to locate through the libraries/revise and edit your text]. Using AI in this way is intended to help you [develop interesting research questions/arguments/stories in an early stage of your thinking/polish your own prose]. Students are not permitted to use AI to [list the uses you do not allow: generate, complete, edit, or revise any writing for the assigned tasks/generate ideas]. Using AI to write for you or edit your writing so much that it is no longer your voice will be treated as an example of cheating as per the university's Academic Integrity Policy.

Alternatively, you may permit students to use AI to edit/revise their papers in which case the above statement could be amended to: "In support of your development as a writer, you are permitted to use AI as a tool to help you brainstorm, create outlines, find sources, and revise and edit your text. The main body of text, however, must be your own words and cannot be generated by any AI tool."

- Quantitative Focused:

A core objective of this course is for students to develop a solid foundation in quantitative reasoning and problem solving. Therefore, students may not use AI to complete any assigned material under any circumstances. However, students are permitted to use AI in a limited capacity to help understand difficult concepts or as a virtual tutor. Examples of a permitted use of AI are explaining difficult concepts, creating study guides, or creating quizzes or problem sets for practice purposes. If you are unsure about when AI use is appropriate, please ask the professor.

AI Permissive Policies

- General:
 - This course permits students to use AI as a tool to assist them with specific assignments over the course of the semester. The assignments where you are permitted to use AI are [include list and explain]. On these assignments you may use generative AI to brainstorm, study, outline and structure writing, produce content, edit and revise. Students should clearly indicate and cite when and how they used AI in their final submissions. For questions about how to follow this policy, more details will be found on individual assignments. Please speak with instructor if you would like more clarification or an alternative assignment without AI.
 - This course will actively utilize AI as a fundamental part of our [or list specific examples] assigned work for the semester. This semester we will be exploring how AI can support our learning and enhance critical assessment of [insert topic here]. Each of our assignments will contain specific instructions on how to use AI appropriately for the assigned task. Using AI according to the assignment instructions will be factored into your grade according to a corresponding rubric. I know some of you may be ethically opposed to using AI. Please contact me for an alternative to the AI usage assignments
- Writing Focused:
 - Students are permitted to use AI at all stages of the writing process. This includes brainstorming, research, outlining, writing, and editing and revising. AI can provide helpful feedback as you develop your ideas and help you to refine your writing. Students are responsible for ensuring that all content is accurate and must be sure to access all resources they are citing for review and to ensure they are not AI fabricated. All students

must also submit a reflection/log of their AI usage with their written assignments and cite any AI generated text as such.

- Students in this course are encouraged to use AI in creative new ways to help develop your writing assignments this semester. AI may be utilized in any stage of the writing process which includes but is not limited to brainstorming, outlining, research, writing, and editing and revising. We will be using AI as a tool to help us become better [writers/researchers/designers/etc.] and exploring its potential as an option for creative use. Students must clearly indicate when they are using AI generated text and include a citation. They must also indicate how they have modified AI materials and expanded upon them.
- Quantitative Focused:
 - This course will require students to use generative AI throughout the semester as we take on advanced [problem-solving exercises/data analysis/coding/etc.]. We will use AI to [expedite data processing/create data visualizations/expedite calculations/generate project code/create situational scenarios/etc.] Refer to individual assignment instructions for more details about permissible AI use. Students are responsible for checking all work and ensuring accuracy. Students are also responsible for detailing their usage of AI in all submitted work. Instructions about how to document your AI use will be included with each assignment.

Beyond the Syllabus

The best way to ensure that students understand your policy on AI is to not limit its discussion to a syllabus policy. Below are some additional ways to address AI in your courses.

- Encourage discussion of AI during class time. Ask students about their usage of AI and spend time clearly explaining your course policies. Consider making a video explaining your policies, if teaching asynchronously.
- Reiterate your course policy multiple times and in multiple places. Include a reminder of the policy on all assignment sheets, on the LMS submission portal, and remind students of your policy verbally during class or in course announcements.
- Encourage students to think about ethics and AI use, develop their own set of values around its use, and learn to become critical, informed evaluators of AI output.

A general note on academic integrity:

Over the course of developing this resource, the committee seriously discussed the implications of generative AI for academic integrity. The [University's official Academic Integrity Policy](#) outlines violations including fabrication, cheating, or plagiarism; some uses of generative AI will fall under these categories. However, we have chosen not to include specific academic integrity language in the statements above. All syllabi are **already expected to contain a discussion of academic integrity** with reference to the university's policy. And all violations of academic integrity should be handled through the official reporting channels detailed there.

This omission is not to say that prohibited uses of AI are never academic integrity violations; often they are. We recognize that some courses aim to limit or eliminate the use of generative AI. However, we also recognize that some courses will allow for, or require, the use of AI in their design; in these cases, AI usage, as spelled out in a clear syllabus policy, would not be an academic integrity violation.

This wide variety of approaches is reflective of SAS's disciplinary breadth and underlines underscores the importance of a clear AI syllabus policy.

The Committee:

This resource was jointly crafted by the members of the faculty convened by SAS Executive Dean Juli Wade in the spring of 2026. The committee was led by Jenevieve DeLosSantos, Associate Dean of Undergraduate Academic Standards and Associate Teaching Professor of Art History.

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