



Sample AI use statement for syllabi – AI use prohibited

You may not use artificial intelligence for any assignments in this course

Generative artificial intelligence (AI) tools such as ChatGPT, Bard, or DALL-E may not be used for any assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including digital tools that automate tasks that undermine the learning process by doing the creative or analytical work necessary to succeed in this course.

Instructors: If you'd like to add a section explicitly addressing the intersection of AI and academic integrity, you'll find some sample language below. You could include it following the section of your syllabus that addresses AI use or integrate it into your syllabus's section on academic integrity.

AI and academic integrity

I am prohibiting the use of generative AI on assignments in this course because you must not let this tool replace *your* thinking and work. In this class, I'm asking you to take responsibility for fully engaging in learning and submitting authentic work. In this course, hiding your use of ideas or products generated by AI constitutes academic misconduct. To learn more about how to learn successfully and avoid academic misconduct behaviors, please review the [Student Code of Conduct](#) with special attention to [Section 8: Procedures for Academic Misconduct](#).

The Boise State AI in Education Task Force—a group of faculty and staff from across the university—developed the sample statement above about AI use for faculty to use on their syllabi. Should you choose to include it on your syllabus, please read it carefully and adapt it to reflect the content and learning activities in your course.

Notes for instructors

About the syllabus statement

- **The AI in Education Task Force wrote the sample statement for a course in which the instructor has decided some generative AI use may be beneficial to students' learning** in the course and their lives after graduation. The statement explains to students how the use of AI tools may in some contexts support or enhance learning, yet in other situations disrupt or undermine their learning.
- **If you plan to encourage students to make *more extensive use of generative AI*** throughout the course, you might instead consider adapting [this statement that allows for greater AI use](#).
- **If you plan to *prohibit the use of generative AI in your course***, check out and adapt this [sample statement prohibiting AI use](#).

As you adapt any of these syllabus statements for your own use, try as much as possible to **preserve the warm language**.

Talking points to use with students

If you're looking for a brief way to explain to students how AI large language models work, here's a place to start:

Although AI tools like ChatGPT and Bard appear to be thinking when they respond to user prompts, they cannot think in the ways you do. To develop these large language models (LLM) of AI, computer programmers “train” them by inputting massive numbers of texts (e.g., websites, books, articles, reports, transcripts). The LLMs process the texts, tracking which words tend to follow each other, as well as which words tend to be used in certain domains of knowledge. The developers further train the LLMs by telling them which of their responses are good and which are not. Through this refining process, the LLM gets better at mimicking human language, but it doesn't understand it.

When you ask an LLM a question and it generates an answer—hence the common name “generative AI”—all it is doing is predicting the next most likely word or phrase, based on any key words or context you have given it. In making these predictions, the LLM cannot distinguish real versus fake, moral versus immoral, or other concepts that require higher-level thinking. As a result, it often offers incorrect information and fake sources.