

Shared examples of language, templates, and assignment ideas:

- A sample of [how one might address ChatGPT in course policies / syllabus](#) [docs.google.com] - attributed to Joel Gladd, PhD, College of Western Idaho
- [Practical Responses to ChatGPT – Montclair State University](#)
- [University of Wisconsin: Using Artificial Intelligence in the Classroom](#)
- [Update Your Syllabus for ChatGPT](#)
- [Crowdsourced by instructors: Classroom Policies for AI Generative Tools](#)
- [ChatGPT: An Introduction for Professors](#): Includes sample activities for professors and students from Berkeley College English Professor Jason Gulya
- [Chat GPT: How to Adapt Your Courses for AI \(Feedback Fruits\)](#)
- [Sample Classroom Policies for Generative AI Tools](#) – from a variety of institutions; compiled by Lance Eaton
- [What is the difference between academic integrity and plagiarism](#)

Sample syllabus expectations and citation policies:

- **If you will be requiring use of ChatGPT**, consider making this explicit in the syllabus (for a related example of considerations related to privacy, see [Privacy Tips for Your Syllabus](#)).
- **Point to citation material:**
 - [APA Style](#)
 - [MLA Style](#)
- **You might require students to explicitly share whether or not they used ChatGPT or another AI technology in specific assignment/activity:**

Example from [University College London](#):

You must acknowledge its use – name the tool and how it was used using the following style.

- *No content generated by AI technologies has been presented as my own work*
- *I acknowledge the use of <insert AI system(s) and link> to generate materials for background research and self-study in the drafting of this assessment.*
- *I acknowledge the use of <insert AI system(s) and link> to generate materials that were included within my final assessment in modified form.*

- **You might require students to explicitly share prompts, outputs, and modifications:**

Example from [University College London](#):

You must describe how the information or material was generated (including the prompts you used), what the output was and how the output was changed by you. You should use the following style of wording, depending on the nature of use:

- The following prompts were input into <AI system>: <List prompt(s)>
- The output obtained was: <Paste the output generated by the AI system>
- The output was changed by me in the following ways: <explain the actions taken>

Example syllabus statement

Provided by Dr. Tina Austin, Department of Molecular, Cell, and Developmental Biology

"This course will incorporate GPT as a supplement, not a replacement:

- *As part of this course, you will have the opportunity to interact with ChatGPT, an AI language model that may help you with research and provide additional insights into course content. ChatGPT is a tool that may expand your understanding of the subject matter and enhance your learning experience. However it is important to note this language model is very limited and is not without flaws. It also may lack the ability to truly understand the complexity of human language.*
- *We will use AI to facilitate discussions and provide additional resources throughout the course. Students should still be reading textbooks, attending lectures, and participating in discussions with their peers and instructors. We will have a half hour session dedicated to practicing how this tool works in the classroom. In addition, we will hold periodic classroom discussions where we will set aside all laptops and electronics, allowing for thoughtful and productive discourse on the subject at hand.*
- *ChatGPT relies heavily on specific prompts: We encourage students to ask specific questions, provide context, and evaluate the quality of the answers provided by ChatGPT. Remember, the answers are not always correct and the AI doesn't always accurately recall the initial prompt.*
- *We want to encourage critical thinking: While ChatGPT can provide helpful insights, we want you to think critically about the information you receive. In your homework assignments we want you to ask AI follow-up questions to evaluate the accuracy and reliability of the information provided by ChatGPT. Remember, the sources that AI currently provides you may not always be accurate, so we need you to cross-check each of the citations it provides you, and explain how you arrived at the final information."*

Resources to Learn more about ChatGPT and AI

- [How ChatGPT Works](#)
- [Educause – Special Report on Artificial Intelligence](#)
- [Generative AI \(GPT\) in Higher Ed \(Ray Schroeder\) - provides glossary of terms related to AI and curated resources](#)
- [Educause – Member QuickTalk | GPT: The Generative AI Revolution](#)
- [Podcast: How Artificial Intelligence is Impacting Higher Education](#)
- [Stephen Taylor: "We Don't Need an AI Policy"](#)
- [Working Document that provides overview of Chat GPT along with several examples of other tools that auto-generate material \(Jason Gulya, Ethan Mollick, Phillipa Hartman\)](#)

- [EDUCAUSE QuickPoll Results: Did ChatGPT Write This Report? \(Includes results from surveying faculty on usage and thoughts on AI\)](#)
- [AI Text Generators and Teaching Writing: Starting Points for Inquiry](#)
- [Indiana University – How to Productively Address Ai-Generated Text in Your Classroom](#)
- [PADLET: AI Articles on ChatGPT and Education](#)
- Lee Skallerup Bessette's [Zotero bibliography](#) for Chat GPT