

## Graduate School AI Syllabus Policy with sample syllabus statements and resources

The graduate school is providing this guidance with the understanding that AI is rapidly evolving; therefore, new guidance may be issued in response to these developments at any time.

1. Faculty may consider incorporating generative AI into their courses as a means of educating students on approaches for responsible use of AI, as appropriate for professionals in different disciplines, or in the context of specific program utilization of AI essential to the expansion of human knowledge.
2. Program faculty are encouraged to actively consider current modes by which students demonstrate graduate-level mastery of course materials and the appropriate balance of the use of AI tools.
3. Faculty may wish to redesign their current assessments, especially out-of-class assessments in light of the rise of generative AI.
4. The choice to use, or not use, generative AI in courses, and the circumstances under which it may be used, is at the discretion of programs, course directors, and faculty. However, a consistent policy must be articulated in the course syllabus.
5. Graduate programs are expected to include guidance within the syllabus of courses regarding the use of generative AI. If faculty fail to do so, then it is unlikely that the use of AI could be pursued as misconduct.
  - a. **All faculty members should include a statement explaining their specific policies and expectations regarding the use of generative AI on each course syllabus and the explicit consequences of misuse of generative AI on each course syllabus.** Such instructions should address issues such as: the types of resources students can use for a given assignment; how and when GAI platforms may be used and appropriate citations or acknowledgments of their use. Faculty are free to determine their own expectations in these matters, though they are strongly encouraged to consult with peers and other professional resources for best practices. These directives should be situated within the larger context of academic and professional integrity.
6. Course directors, in collaboration with their teaching faculty, are free to write their own guidance. Resources that may be useful for more detailed syllabus policies are listed below.
7. Examples that faculty may use or modify reflecting different use cases include the following:
  - a. **Use Prohibited**

Students are not allowed to use AI or machine learning tools (such as, but not limited to, Bard, Claude, Gemini, CoPilot, ChatGPT, Dall-E 2, etc.) on assignments in this course. Any such use will be considered misconduct and may result in a referral to the Honor Council.
  - b. **Use only with prior permission**

Students may use AI or machine learning tools on assignments in this course if instructor permission is obtained in advance. At the discretion of the instructor, this permission may be revoked at any time, may be limited to specific assignments, or may be limited to specific tools. Any usage without permission, or usage outside of previously defined allowable use, will be considered misconduct and may result in a referral to the Honor Council.

**c. General use with acknowledgment**

Students may use AI or machine learning tools on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-5 may be required to include a citation such as: "ChatGPT-5. (Year-Month-Day of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention. Any uncited or miscited usage will be considered misconduct and may result in a referral to the Honor Council.

**d. Specific assignments with acknowledgment**

Students may use AI or machine learning tools on specific assignments in this course that have been noted on the syllabus if their use is properly documented and credited. For example, text generated using ChatGPT-5 may be required to include a citation such as: "ChatGPT-5. (Year-Month-Day of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention. Any usage on other assignments or uncited or miscited usage on allowed assignments will be considered misconduct and may result in a referral to the Honor Council.

*Faculty will need to note the assignments, or types of assignments, where Generative AI may be used.*

**e. Specific tools with acknowledgment**

Students may use the AI or machine learning tools listed on this syllabus on assignments if that use is properly documented and credited. For example, text generated using ChatGPT-5 may be required to include a citation such as: "ChatGPT-5. (Year-Month-Day of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other allowed tools should follow a similar citation convention. Any usage of other tools or uncited or miscited usage will be considered misconduct and may result in a referral to the Honor Council.

*Faculty will need to note the assignments, or types of assignments, where Generative AI may be used, and may need to adjust the citation example if not allowing ChatGPT-5*

**f. Specific tools on specific assignments with acknowledgment**

Students may use the AI or machine learning tools listed on this syllabus on specific assignments noted on the syllabus if that use is properly documented and credited. For example, text generated using ChatGPT-5 may be required to include a citation such as: "ChatGPT-5. (Year-Month-Day of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other allowed tools should follow a similar citation convention. Any usage of

other tools, uncited or miscited usage, or usage of any tools on unallowed assignments will be considered misconduct and may result in a referral to the Honor Council.

*Faculty will need to note the tools permitted, the assignments, or types of assignments, where Generative AI may be used, and may need to adjust the citation example if not allowing ChatGPT-5*

### **Note on the use of AI detectors.**

The quality of AI detectors may improve in the future, so AI detectors may become more credible. As of October 2025, their use in isolation is not recommended for the following reasons:

1. Detectors may produce unreliable results - either false positives or missed detections. In cases of academic misconduct, some students could point to alternate detector results as counterexamples to a positive detection with a different detector.
2. Detectors are themselves AI tools, prone to the same errors and misrepresentations seen in other AI-generated work.

### **Resources for Faculty to construct syllabi statements and/or learn about the uses of Generative AI**

- The Chronicle of Higher Education on [why an AI syllabus statement](#) is needed.

WFU's Center for the Advancement of Teaching has developed several resources that might be useful:

- A [website devoted to AI resources](#)
- A [six-step procedure](#) for considering how and why to use AI in a course
- A [decision tree](#) for deciding if/how to use AI in a course.
- An [AI Expectations Worksheet](#) that can be used to guide a faculty member's thinking about AI or could even be posted for their students to set expectations for the course.
- An [archive of example syllabi statements](#) used at Wake Forest University

Other Universities have advice as well:

- [Advice from Cornell University's Center for Teaching Innovation](#)
- [York University's AI and Academic Integrity for Instructors Advice](#)