

FACULTY GUIDE

Center for Innovative
Teaching and Learning

Including AI-Use Expectations in Course Syllabi

A practical framework, sample language, and implementation options for Radford University faculty

Using This Guide

Clear AI-use expectations help students understand when artificial intelligence may support learning, when it may interfere with learning, and how its use should be documented. This guide begins with a short process for developing those expectations. The remaining sections provide adaptable syllabus statements, assignment-level language, disclosure options, and strategies for documenting the learning process.

Important: A course-level statement establishes the default. Assignment-level directions should clarify when expectations differ or require more specific guidance.

Part I | Develop Your AI-Use Expectations

1. **Determine how AI relates to learning in your course.** Consider whether particular uses of AI support or hinder the knowledge, skills, and habits students are expected to develop.
2. **Establish course- and assignment-level expectations.** Choose a general course position, then identify assignments that require different permissions, restrictions, or uses.
3. **Explain permitted use, documentation, and accountability.** Tell students what they may do, what they must disclose or submit, and what responsibilities remain theirs.

Questions to Consider

- **Learning objectives:** Does a proposed use of AI support or hinder achievement of the course objectives?
- **Skill development:** Which skills—such as writing, analysis, problem-solving, or creative practice—might AI strengthen or displace?
- **Assessment validity:** Could AI use interfere with your ability to assess student learning accurately? Could a structured use make learning more visible?
- **Equity and access:** Will students need access to a particular tool or paid feature? What equivalent option will be available?

- **Ethics and privacy:** Do students understand the risks of bias, fabricated information, confidential-data exposure, intellectual-property concerns, and inappropriate attribution?

Part II | Sample Course-Level AI Statements

The following models represent different approaches rather than a universal progression from restrictive to permissive. Select and revise the language that best fits the learning goals, assessments, discipline, and student population in your course.

Approach	General position	Best suited for
Prohibited	AI use is not permitted for course work.	Work intended to demonstrate unaided performance of foundational knowledge or skills.
Permission-based	AI use is allowed only when an instructor or assignment explicitly permits it.	Courses in which appropriate uses vary substantially by assignment.
Defined uses	Specific uses are generally permitted when disclosed.	Courses in which AI can support selected processes without replacing core learning.
Integrated use	Responsible AI use is encouraged or required as part of learning.	Courses in which evaluating or working with AI is itself relevant to the outcomes.

Model A: AI Use Prohibited

Sample syllabus language: Use of generative artificial intelligence is not permitted for work submitted in this course unless I provide explicit written permission. Submitted work must represent your own unaided analysis, composition, problem-solving, or creative effort. Using AI in a manner not authorized by the course or assignment may be treated as unauthorized assistance or failure to follow assignment requirements under applicable academic-integrity policies.

Model B: AI Use by Explicit Permission

Sample syllabus language: AI tools may be used only when an assignment or written instruction explicitly permits them. When AI use is allowed, the assignment directions will identify permitted purposes and any required disclosure or documentation. Uses not expressly permitted should be assumed to be prohibited. Unauthorized use may be treated as a violation of assignment requirements or applicable academic-integrity policies.

Model C: Defined Uses with Disclosure

Sample syllabus language: You may use AI tools for the purposes identified in this syllabus or in individual assignment instructions—for example, brainstorming, generating practice questions, or receiving feedback on clarity. Unless otherwise stated, AI may not replace your analysis, reasoning, source evaluation, or composition of the final submission. When AI contributes to submitted work, include the required disclosure describing the tool and how it was used.

Model D: AI Integrated into Learning

Sample syllabus language: Responsible use of AI is encouraged in this course when it supports the learning objectives and follows assignment directions. You may be asked to generate, evaluate, revise, or reflect on AI output. You remain responsible for verifying accuracy, identifying appropriate sources, protecting private or confidential information, and ensuring that the final submission represents your understanding and judgment. Disclose AI use as directed.

A Note About Named Tools

Avoid defining a policy only by naming products such as ChatGPT, Copilot, or Grammarly. Product features change, and many ordinary applications now include generative functions. Describe the relevant capabilities or uses, and provide examples where helpful.

Part III | Assignment-Level AI Instructions

A general syllabus statement cannot anticipate every learning activity. Add a short AI-use notice to assignments when the expectations differ from the course default or when students would benefit from greater specificity.

Assignment Instruction Template

AI use for this assignment: [Prohibited / Permitted only for the uses listed below / Permitted with disclosure / Required]

- **Permitted purposes:** Identify specific uses such as brainstorming, outlining, feedback, coding assistance, image generation, translation, or editing.
- **Prohibited purposes:** Identify work that must be completed without AI, such as analysis, source selection, calculations, drafting, or composing the final response.
- **Required documentation:** Specify whether students must provide a transparency statement, prompt log, output excerpts, drafts, or reflective commentary.
- **Student responsibility:** State that students are accountable for the accuracy, appropriateness, attribution, and integrity of the submitted work.

Short Assignment Labels

AI use prohibited	Complete this assignment without generative AI assistance.
AI use limited	You may use AI only for [permitted purposes]. Do not use it for [prohibited purposes].
AI use permitted	You may use AI in completing this assignment, but you must follow the disclosure and documentation requirements below.
AI use required	This assignment requires you to use and critically evaluate AI as described in the instructions.

Part IV | Disclosure, Attribution, and Documentation

These practices are related but serve different purposes. Choose requirements that match the nature and stakes of the assignment.

- **Disclosure:** explains whether and how AI contributed to the work.
- **Attribution or citation:** credits AI-generated material when a discipline, publisher, style guide, or assignment requires it.
- **Process documentation:** makes the student's workflow visible through prompts, outputs, notes, drafts, or reflections.

Elements of an AI-Use Disclosure

- **Tool identification:** Name the tool and model or version, if known.
- **Purpose and contribution:** Describe what the tool did and where it influenced the work.
- **Human review:** Describe how the output was evaluated, verified, revised, or rejected.
- **Accountability:** Acknowledge responsibility for the final submission.

Example transparency statement: I used [tool] to brainstorm initial research questions and suggest alternative organizations for the introduction. I evaluated the suggestions, verified relevant claims using course sources, and substantially revised the resulting outline. I take responsibility for the accuracy and integrity of the final submission.

Research Papers and Publications

Citation and disclosure practices vary by discipline, publisher, and style guide. The [Princeton University Library guide to generative AI disclosure](#) summarizes guidance and disclosure approaches. Faculty should direct students to the conventions appropriate to the assignment and field.

Part V | Supporting Responsible AI Use

A policy is most effective when students understand the reasons for it and have opportunities to practice the expected behaviors. Depending on the course, responsible-use guidance may address:

- **Accuracy and verification:** AI output may be incorrect, incomplete, fabricated, or misleading. Students should verify claims and sources.
- **Bias and representation:** Outputs may reproduce social, cultural, linguistic, or disciplinary biases.
- **Privacy and confidentiality:** Students should not enter protected, confidential, personally identifiable, proprietary, or otherwise sensitive information into unapproved tools.
- **Intellectual property and authorship:** Students should understand relevant expectations concerning ownership, attribution, and the use of copyrighted material.
- **Appropriate reliance:** AI can support learning, but excessive reliance may prevent students from developing or demonstrating required knowledge and skills.
- **Human accountability:** Students remain responsible for decisions, claims, sources, and submitted work, even when an AI tool contributed.

Part VI | Documenting the Learning Process

When process evidence is important, it is generally more useful to design assignments that make learning visible than to rely solely on attempts to classify a finished product as AI- or human-generated. Select only the documentation that serves a clear learning or assessment purpose.

- **Prompt or interaction logs:** Students submit relevant prompts, outputs, and a brief explanation of how they used or rejected the results.
- **Planning artifacts:** Students submit notes, research questions, outlines, calculations, sketches, or other intermediate work.
- **Drafts and revision histories:** Students preserve meaningful drafts or use available revision history to show how the work developed.
- **Reflective commentary:** Students explain their process, choices, verification methods, and learning.
- **Brief oral follow-up:** Students discuss or defend key decisions when this aligns with the assessment goals and is applied equitably.

Final Reminder

Tailor AI-use expectations to your course objectives, assessments, disciplinary practices, and student needs. Communicate the course default clearly, repeat or refine expectations at the assignment level, and revise your approach as tools and learning contexts change.