Pepperdine University
"AI Use" Syllabus Statements

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Overview

Pepperdine University recognizes the prevalence of artificial intelligence (AI) tools and services and their potential impact — positive, negative, and neutral — on the academic community. The following sample syllabus statements are intended to assist professors in developing the appropriate policies or guidance for student use of AI tools and services within a course. The use or inclusion of an AI-related syllabus statement is at the discretion of each instructor.

General Recommendations

- Reference the category of tool or service, i.e. "Generative AI tools" or "Artificial Intelligence (AI) services," rather than specific products, e.g. ChatGPT, since multiple tools and services are available.
- Be clear in what is allowed or prohibited, and any conditions such as citations, limitations in scope, limitations by specific product, etc.
- Provide definitions to promote understanding and support expectations.
- Be mindful of equity. Establish a level playing field for all students and be mindful of any economic hardships for fee-based tools or services.
- Direct students to the school's academic integrity or academic dishonesty policies, as well as library services, writing centers, tutoring opportunities, or other academic support resources.

Citation Formats

- [APA Style: How to cite ChatGPT](#)
- [MLA Style Center: How do I cite generative AI in MLA style?](#)
- [The Chicago Manual of Style Online: How do you recommend citing content developed or generated by artificial intelligence, such as ChatGPT?](#)

Syllabus Statement Examples

Allowed or Encouraged Use of AI Tools (Fully Allowed)

Example 1

You may use AI programs (e.g. ChatGPT) to help generate ideas and brainstorm. If you use an AI tool when completing an assignment, it should be cited like any other reference material. However, you should note that the material generated by AI programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

Example 2

With the advent of Generative AI tools like ChatGPT, many of us have been fortunate to experience their capabilities firsthand. These tools can serve as incredible assistants, akin to calculators in math classes. Utilizing them effectively involves employing them for idea generation, synthesis, and information gathering to gain a comprehensive understanding of various topics. Nonetheless, it is crucial that we, as users, take charge of guiding, verifying, and refining the ultimate answers generated by these tools. Simply copying and pasting without comprehension is ill-advised. Instead, let's harness these tools as extensions of our knowledge base, enabling us to unlock their true power. If you use an AI tool when completing an assignment, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Example 3

I expect you to use Generative AI tools in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill that will be useful in a competitive workplace.

However, be aware of the limits of Generative AI tools:

If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.

Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of the academic honesty policies.

Example 4

Policy on the use of generative artificial intelligence tools:

Using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in today's society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master "prompt engineering" by refining your prompts in order to get good outcomes.
- Fact-check all of the AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies.

Example 5

During this course, you will be expected to research, learn, and use generative artificial intelligence (AI) tools and services in some or all of the class activities. Since critical thinking and analysis are key skills required within this course, you will be held responsible for ensuring the accuracy and veracity of the content you will produce. Just as you would with any outside material or source, you must cite your use of AI-based tools within each submission, as well as separately document and attach your prompts, dialog, and iterations with the AI for each assignment.

Limited or Selective Use of AI Tools (Partially Allowed)

Example 1

Recognizing that working with Generative AI in a "co-pilot" mode will become a component of future work, Generative AI tools may be used as part of the curriculum when approved by the School/instructor. Students must review and modify the Generative AI output as appropriate: your work will be assessed on the value you add to the initial output. You must include both the "raw" Generative AI output and your value-added final product in your assignment submission.

Example 2

The use of Generative AI as a translation and grammar checking tool is permitted in this course.

You may utilize these tools to aid in translating texts or checking grammar in your assignments. However, be aware that Generative AI tools may not always provide accurate translations or catch all grammar errors. You are encouraged to develop your language skills and consult with instructors or language resources for comprehensive feedback and guidance.

Prohibited Use of AI Tools (Not Allowed)

Example 1

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, you are expected to prepare all writing assignments. Developing strong competencies in these areas will prepare you well for all your work ahead. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

Example 2

The use of generative AI, AI writing, or similar AI tools or services is not permitted in any aspect of this class. The use of such tools will be considered a violation of academic integrity and be reported accordingly. See the "Academic Integrity" section of this syllabus to learn more about academic integrity, violations, and procedures.

Example 3

Research, analysis, critical thinking, and writing are critical to the learning outcomes of this class and preparing you for future careers. Students are expected to complete all work themselves without outside collaboration or assistance from anyone or anything, including artificial intelligence (AI) tools and services. The use of unauthorized tools, services, and sources will be treated as plagiarism and a violation of academic integrity. See the "Academic Integrity" section of this syllabus to learn more about academic integrity, violations, and procedures.

Example 4

In this class, I expect you to:
- Conduct your own research.
- Verify your sources and facts.
- Produce your own work.

While some technologies are allowed, such as University library research databases and word processor spelling and grammar checkers, the use of writing tools or services (AI-based, human, or combinations thereof) is not permitted and will be considered a violation of academic integrity. In the case of group assignments, an AI tool or any outside person, organization, or other service, system, source, or entity cannot be considered a member of the group.

Recognitions

This faculty resource guide is a product of the Artificial Intelligence (AI) Advisory Committee, formed and tasked by Provost Jay Brewster to address the impact and adoption of AI in teaching, learning and research at Pepperdine University. Members of the committee include:

Office of the Provost

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Dr. Paul Begin, Faculty, Hispanic Studies and Associate Dean of Curriculum and General Education
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