Generative AI Syllabus Statement Survey Results

Teaching faculty were asked to share their new or existing syllabus statements regarding student use of Gen AI tools (e.g. Microsoft CoPilot, Google Gemini, CWRUAI) in their courses. The survey was posted in June 2025 and is still open presently, so new statements will continue to be added as they are received. This is a "living" document and will change as updates are submitted.
Please note that each page represents a separate response.

If you have any questions, please contact UCITE
at 216.368.1224 or ucite@case.edu

CASE WESTERN RESERVE UNIVERSITY
University Center for Innovation in Teaching and Education

Course Catalog Number: BIOC 250
Course Title/Name: A Brief History of Cancer
Instructor: Nathan Howell

College/School: School of Medicine
Department: Biochemistry

Please provide the information you use in your syllabus to convey Gen AI guidelines with students.

Your writing in this class must represent your own thinking and engagement with the material. If you use artificial intelligence (AI) tools such as ChatGPT, you must acknowledge where and how you've engaged with the tools in footnotes or appendices.

Failure to document use of AI tools puts your academic integrity at risk; AI-generated content that is not clearly identified as such will be treated as plagiarism.

Briefly describe why you chose this approach to the use or non-use of GenAI tools in your course.

Two main reasons: a) I don't think we can reliably detect AI writing, which makes enforcement of a ban difficult, and b) I think my students should probably learn to use genAI as a tool, and I want to empower them to do that.

Course Catalog Number: AIQS or WRIT
Course Title/Name: Disenfranchised Grief; The Neurobiology of Trauma
Instructor: Ageh Bedell

College/School: College of Arts and Sciences
Department: English, Writing Instruction

Please provide the information you use in your syllabus to convey Gen AI guidelines with students.

The Use of AI Writing Resources
In this course, we will discuss AI composition software (such as ChatGPT) as a tool for writing. However, your submitted work must represent your own thinking, critical analysis, and engagement with the tasks and activities described in the course assignments. If you use AI tools in your composing process, you must acknowledge where and how you have engaged with the tools (e.g., preface your submission with an "author's note" or use explanatory footnotes or in-text citations to indicate use of AI-generated language or images.) Failure to document your use of these tools puts your academic integrity at risk. Please know that we will also be engaging in several peer review conferences throughout the semester, which will allow you to revise, re-write, and re-submit your work during this course. KSL also offers additional resources, articulated within research guides.

I deeply encourage you to check out the Writing Resource Center (WRC) for additional support to help advance your writing. Make an appointment today (at least one appointment is required as a part of your participation grade!)

Briefly describe why you chose this approach to the use or non-use of GenAI tools in your course.

For my situation (specific to teaching in the AIQS and writing intensive courses), a flexible AI use policy helps me identify and acknowledge how students engage with AI/assistive technology to navigate writing anxiety, time constraints, and cognitive overload. I have my students to disclose their use of AI not to penalize them, but to normalize transparent, strategic writing practices and reduce shame around seeking support. Disclosure allows us as faculty members to better understand students' writing processes and to design workshops that target specific areas they delegate out (like brainstorming, organization, or grammar) to AI. I hope that this approach fosters a collaborative, skills-based classroom that prioritizes growth over gatekeeping or disciplinary measures taken at times when students feel most vulnerable. When students feel comfortable sharing their reasons for using AI in a safe and transparent space, we can use that input to tailor the course to the writing skills they want (and are expected!) to develop.

Course Catalog Number: EEPS 117
Course Title/Name: Weather & Climate
Instructor: Anne Willem Omta

College/School: College of Arts and Sciences
Department: Earth, Environmental, and Planetary Sciences

Please provide the information you use in your syllabus to convey Gen AI guidelines with students.

Quote from the syllabus: "Plagiarism includes the submission of a document, in part or wholly authored by someone other or something other (e.g., generative AI such as ChatGPT) than the student."

Briefly describe why you chose this approach to the use or non-use of GenAI tools in your course.

The students simply need to do assignments themselves to engage properly with the material and to prepare for the exams.

College/School: College of Arts & Sciences
Department: Classics
Course Catalog Number: CLSC/HSTY 232
Course Title/Name: Gods and Gladiators: The World of Ancient Rome
Instructor: Evelyn Adkins

Briefly describe why you chose this approach to the use or non-use of GenAI tools in your course.

My reasoning is included in the statements above, especially the second statement from a specific writing assignment: the goal of this and other writing assignments in the course is to learn how to read, think, analyze, organize an argument, and write based on what students have learned in the course, none of which AI can do for them. We also have a lengthy (ca. 20 minute) discussion about generative AI in class before students begin the assignment so we can discuss its uses, its pitfalls, why it isn't applicable to this assignment, and the ways in which generative AI is being used ethically and productively in scholarship in Classics (my current favorite example is the Vesuvius Challenge).

Please provide the information you use in your syllabus to convey Gen AI guidelines with students.

1. Syllabus:
Students at Case Western Reserve University are expected to uphold the highest ethical standards of academic conduct. Academic integrity addresses all forms of academic dishonesty, including unauthorized use of generative AI, cheating, plagiarism, misrepresentation, obstruction, and submitting without permission work to one course that was completed for another course. Please review the complete academic integrity policy here (https://bulletin.case.edu/undergraduate-academics/academic-integrity/). Any violation of the policy will be reported to the Dean of Undergraduate Advising and the Office of Student Conduct & Community Standards.
In this course, academic dishonesty includes, but is not limited to: using generative AI to write a paper, any part of a paper or written assignment, or written sections of the midterm and final exams (spelling, thesaurus, and grammar tools like Grammarly are okay for single words or short phrases of 3-5 words, but make sure what you turn in are YOUR words and YOUR thoughts), plagiarizing a written assignment or any part of a written assignment, cheating on exams, submitting another person's or generative software's work as your own, submitting previously used work without substantial revision and my written permission, collaborating on assignments without my permission, fabricating information or citations, misquoting/failing to cite sources used, facilitating acts of academic dishonesty by others, or tampering with the academic work of another student.
2. More specific AI guidelines on directions for a writing assignment:
Use of AI (Artificial Intelligence): The point of this assignment is to read, think about, analyze, and create an argument about a short section of an ancient Roman primary, literary source based on what you have learned in our class so far. Since the goal of this assignment is to practice reading, thinking about, and using the writing process to analyze an ancient Roman literary source based on what you have learned in our class lectures, readings, and discussions, generative AI programs such as ChatGPT are not useful and will impede your learning process.
Generative AI programs such as ChatGPT may NOT be used for ANY part of this paper, including reading/summarizing the primary source, writing a thesis statement or outline, generating ideas, or writing any or all of your paper – because if AI is doing it for you, you're not learning how to do it yourself, which is what this class and this assignment are for.
You may use spelling, thesaurus, and grammar tools such as Grammarly for single words or short phrases of 3-5 words, but make sure you are submitting YOUR words and YOUR thoughts, not a piece of software's. Please consult the Academic Integrity Policy in the syllabus and note that unauthorized use of AI in this course is an academic integrity violation and will result in a zero grade on this assignment. Please talk to me if you have any questions or concerns. We'll review the uses and pitfalls of generative AI in class before this assignment is due."

Course Catalog Number: CSDS 293
Course Title/Name: Software Craftsmanship
Instructor: Vincenzo Liberatore

College/School: School of Engineering
Department: Computer and Data Sciences

Please provide the information you use in your syllabus to convey Gen AI guidelines with students.

Generative AI. Generative AI tools can be a valuable resource in code generation. However, it is essential for students to understand their role in this process. They should disclose their use of generative AI and must take responsibility for the resulting code. Students should test the code and be prepared to discuss it during the review session. Students are ultimately responsible for the appropriateness, quality, test cases, and documentation of generated code. They must ensure they fully understand the code they submit and review and refactor automatically generated code to ensure its adherence to good craftsmanship standards. It is recommended using a generative AI tool that protects data and thus contributes to academic integrity. Examples of such models are CWRU AI (powered by ChatGPT), CWRU Copilot, or any model that can be downloaded and run on your machine, such as Llama.

Briefly describe why you chose this approach to the use or non-use of GenAI tools in your course.

Professional software development uses generative AI. It would be a disservice to our students if we did not include current best practices in their education. Furthermore, the weekly presentations ensure that at the minimum the student understands the generated code and, in most cases, that the student took an active part in shaping the code structure and quality. It is important to ensure data protection, and CWRU AI provides such guarantees.

Course Catalog Number: POSC 160
Course Title/Name: Introduction to Comparative Politics
Instructor: Kelly McMann

College/School: College of Arts and Sciences
Department: Political Science

Please provide the information you use in your syllabus to convey Gen AI guidelines with students.

All written work should be carefully structured and grammatically correct. The Google Doc tool "Spelling and grammar check" may be used. No other AI tools, such as Grammarly or ChatGPT, can be used for this course: AI tools cannot be used for the purposes of generating reading summaries or reading outlines or topics, arguments, outlines, or content for theories or examples weeks papers or for the final assignment...Cases of prohibited use of AI tools, plagiarism, and other forms of academic dishonesty will be investigated by university judicial bodies...Papers must be written from start to finish in a single Google Doc while online, and that file, not a copy, should be shared with the instructor (instructor's email address) as an "Editor."

Briefly describe why you chose this approach to the use or non-use of GenAI tools in your course.

Objectives of this course, besides learning the material, are to improve students' analytical thinking and writing skills. Assignments in this course have always involved multiple short papers where they develop their own arguments and use the readings to support them. These assignments have been very successful at meeting the objectives of the course. To ensure this still occurs in the AI environment, I included the restrictions on the syllabus and the Google Doc writing methods (so that I can review the writing process through Version History for signs of AI usage) and in my remarks on the first day of class, I emphasize the following: 1) I will also be following these guidelines. I will not use AI for generating or evaluating course assignments. 2) One purpose of these guidelines is to ensure you [students] develop reading, writing and analytical skills. In any career field, individuals still will need these skills when they need to explain what they have written and to assess and improve the quality and accuracy of AI-generated text. Another purpose of these guidelines is for me to get to know you and your ideas. 3) To incentivize following these guidelines and help ensure fairness, I will review your writing process. 4) Polls of and interviews with U.S. university students show that students rely on AI-generation most often because they feel short on time. Instead start your assignments early, and, if in an absolute bind, use the late option, which is only a half letter grade off the assignment for each 24 hours it is late. There are many assignments so a late one has little impact on your final grade. Don't miss out on the opportunity to receive feedback on your own ideas and writing and to improve them. I end with a demonstration of writing in Google Docs.

Course Catalog Number: POSC 349/449
Course Title/Name: Political Science Research Methods
Instructor: Kelly McMann
College/School: College of Arts and Sciences
Department: Political Science

Please provide the information you use in your syllabus to convey Gen AI guidelines with students.

All written work should be carefully structured and grammatically correct. Use only the Google Doc tool "Spelling and grammar check" for assistance with proofreading. AI assistants, such as ChatGPT, can be used only for the search for literature review sources. AI tools cannot be used for the purposes of completing in-class or at-home exercises or generating research topics, research questions, reading summaries or reading outlines, comments on classmates' work, or the content of the literature review, three designs, first version of the proposal, presentation, or final proposal...Cases of prohibited use of AI tools, plagiarism, and other forms of academic dishonesty will be investigated by university judicial bodies...Search Log and Assessment Assignment: Students' search for sources for their literature reviews should include review of the relevant handbooks and journals [on syllabus] and additional relevant journals and use of KSL search engines, Google, and ChatGPT (which students can sign up for online for free) or another AI assistant of their choosing. Students should provide a search log which lists the handbooks, journal searches, and search tools used with the corresponding key words or prompts, when applicable, also provided. Students should write a one-paragraph assessment of the relevance and quality of sources identified by ChatGPT or other AI assistants, relative to the other search approaches. Grading will be based on the relevance and comprehensiveness of the search and the insights in the assessment and will be factored into the literature review grade...Each of these assignments [on the syllabus] must be written from start to finish in a single Google Word Doc while online, and that file, not a copy, should be shared with the instructor (instructor's email), and when applicable designated students, as an "Editor."

Briefly describe why you chose this approach to the use or non-use of GenAI tools in your course.

The course provides students with skills—such as the ability to evaluate and conduct research—that are helpful to completing capstones, theses, and dissertations and succeeding in a variety of careers. Students learn and apply key techniques, including hypothesis construction, operationalization of concepts, measurement, sampling and probability, causal inference, and the logic of controls. They use these techniques to develop a research question, conduct a literature review, and craft a research proposal. By the end of the semester undergraduates and graduate students have a proposal that can be used as the foundation for a capstone, thesis, or dissertation prospectus. The success of this course depends on students generating their own ideas and proposals. For that reason, I restricted AI-generative tool use and use the Google Doc writing method (so that I can review the writing process through Version History for signs of AI usage) and in my remarks on the first day of class, I emphasize the following: 1) I will also be following these guidelines. I will not use AI for generating or evaluating course assignments. 2) One purpose of these guidelines is to ensure you [students] develop reading, writing and analytical skills. In any career field, individuals still will need these skills when they need to explain what they have written and to assess and improve the quality and accuracy of AI-generated text. Another purpose of these guidelines is for me to get to know you and your ideas. 3) To incentivize following these guidelines and help ensure fairness, I will review your writing process. 4) Polls of and interviews with U.S. university students show that students rely on AI-generation most often because they feel short on time. Instead start your assignments early, and, if in an absolute bind, use the late option, which is only a half letter grade off the assignment for each 24 hours it is late. There are many assignments so a late one has little impact on your final grade. Don't miss out on the opportunity to receive feedback on your own ideas and writing and to improve them. I end with a demonstration of writing in Google Docs. I also want students to begin to think about and experience how political science doctoral students and scholars are using AI (and ML) to improve their work. For that reason I include the search log and assessment assignment to the course.

Course Catalog Number: varies
Course Title/Name: AIQS courses
CWRU Writing Program

College/School: College of Arts and Sciences
Department: English, Writing Instruction

Please provide the information you use in your syllabus to convey Gen AI guidelines with students.

AIQS AI Literacy Statement
At CWRU, we value writing as a social and human activity—not just a product. Our communication courses, beginning with AIQS, provide you with opportunities to explore writing through process, collaboration, critical thinking, and meaning-making. You will experience a variety of topics, purposes, and audiences across your courses. That variety will support your own growth as an effective communicator. The literacy that you develop in college will help you to achieve your professional and personal goals after school, whatever they may be.
Literacy is your ability to effectively use, understand, and analyze language in your communities. Literacy skills are always changing, often in concert with technological advances, and the most recent of these advances is generative AI. Whatever you may think the affordances of it are, artificial intelligence is not human intelligence. Now, more than ever, we need skilled, knowledgeable, and critical human writers and readers. To be literate in AI, we must be thoughtful about its applications, knowledgeable about what it can and cannot do, critical of its costs—obvious and hidden.
One very real cost can be your development as a thinker and communicator. Relying on generative AI can skew your understanding of what it means to be a writer. Writers have agency, emotions, ideas, and the power to affect those around them. From a lab report to a published article, our writing makes and transfers meaning in our communities. Because of this, writers must act responsibly, respectfully, and ethically in putting our ideas out into the world. The learning process may have room for technological enhancements, but it must always be rooted in individual experimentation, mistake-making, and reflecting—all human endeavors that generative AI cannot perform for us. For more insight about AI in the context of writing instruction, consult the Writing Program website.
In this class, [insert policy here]

Briefly describe why you chose this approach to the use or non-use of GenAI tools in your course.

First-year writing courses dialogue