Generative AI

AI is quickly evolving, and we wanted to provide some resources and thoughts to help you plan your fall semester. [Lance Eaton](https://www.lanceeaton.com/) is collecting a [variety of resources](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit#heading=h.1cykjn2vg2wx) for syllabus disclosures and classroom policies related to Generative AI tools. This is a good starting point if you are not sure what makes sense for your course or effective ways to word your requirements.

Some faculty may have students use these tools so that they learn how to use them effectively and responsibly, while others may not want students using them at all. Consequently, it is important for you to be very clear with your students about your expectations, and potential consequences of violating those expectations, for your course. You may also want to be careful about how you refer to AI in terms of expectations. Banning all forms of AI may be difficult. For example, Microsoft products will suggest words and phrases – this is technically AI but may be impossible to police. There are also 100s of AI apps and products available with no way to identify everything that is ok vs. which ones are not. Because of this, you may want to discuss learning outcomes and the types of AI that either help or hinder mastery of those outcomes as opposed to naming specific tools, other than as examples of the types of things that are acceptable vs. what is not.

If you are going to allow students to use generative AI, you may want to give them guidance on how to appropriately cite the source. [APA](https://apastyle.apa.org/blog/how-to-cite-chatgpt) and [MLA](https://style.mla.org/citing-generative-ai/) have provided examples.

Please note that the current academic integrity policy identifies use of unauthorized materials or sources as cheating in addition to plagiarism. Generative AI tools, along with other digital tools, may be captured in one or the other of these categories.