AI Syllabus Language

5 Feb 2026

Introduction

The syllabus language on this page is meant to be edited specifically to your class and situation. All of the examples were developed by and compiled from using resources available across many institutions. When possible, sources are cited. We strongly recommend that you have a conversation with your students about AI use whether you allow it or not. None of this is designed to be Peralta policy. The technological world is rapidly changing because of artificial intelligence. We do not recommend it's use or condemn it. We do recommend in the strongest language that you guide your students with clear classroom policies as to how they should use it or not in your class. Hopefully, you do this anyway with the tools that are needed in your classroom, whether virtual or in person.

A general statement about AI:

It is now true that you can upload an AI assistant to complete all your work in Canvas. However, I consider this plagiarism and you should refer to Peralta's Standards of Student Conduct. Furthermore, if an AI assistant is completing your work, that assistant is not legally enrolled in the class, please refer to Peralta's Admissions Proceedure, this means that the grade earned by AI submission, I consider to be forfeit. Also, keep in mind that to file a grievance to challenge these decisions, the 'person' must be the 'currently enrolled student, a person who has filed an application for admission to the college, or a former student'. An AI does not qualify as any of those, so the grade earned by the AI does not count as the 'student' so a grievance may not be filed to petition the grade earned by the AI (please see Grievance Proceedure).

A statement about learning and AI:

In this class, you should feel uncomfortable. This class should be hard. This is because learning new things is hard and does make us uncomfortable because we are exposed to new, different, and/or strange ideas and concepts. This is good and necessary for learning. Expect to make mistakes, many of them. This is also good and necessary for learning. Using any AI tool in this class, can retard the process of learning. It is very important that you follow instructions on when and where to use AI during this class.

From: Boston University, More Details

Students shall

1. Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
2. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
3. Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
4. Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
5. Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

Instructors shall

1. Seek to understand how AI tools work, including their strengths and weaknesses, to optimize their value for student learning.
2. Treat work by students who declare no use of AI tools as the baseline for grading.
3. Use a lower baseline for students who declare use of AI tools, depending on how extensive the usage, while rewarding creativity, critical nuance, and the correction of inaccuracies or superficial interpretations in response to suggestions made by AI tools.
4. Employ AI detection tools to evaluate the degree to which AI tools have likely been employed.
5. Impose a significant penalty for low-energy or unreflective reuse of material generated by AI tools and assigning zero points for merely reproducing the output from AI tools.

This policy recognizes that

1. This policy depends on goodwill, a sense of fairness, and honorable character.
2. Some instructors may prefer stronger restrictions on the use of AI tools and they are free to impose them so long as care is taken to maintain transparency and fairness in grading.
3. This policy takes account of the existence of subscription versions of AI tools, which are not affordable for some students; the policy may need to be revised as the differences between subscription and free versions become better understood.
4. This policy may be revised in light of other policies and novel technological developments in AI tools.

A statement that prohibits its use*

From: AtheistET on Reddit.
Any text- generating software (such as ChatGPT, Perplexity, Claude, Marmot, Botowski, ect) is not permitted, and it will be treated as plagiarism. Please refer to Peralta's Standards of Student Conduct.

**Make sure to be clear that you may accept work that has been run through programs that check spelling, grammar, citations, etc. Do not assume that students will know the difference. And if you don't know the difference, reach out to your colleagues in PCOR, distance and online learning.*

From: Liz Horowitz, Salem State University
Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student.
Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.
Ethics still matter and plagiarism is a serious Peralta Colleges offense.

A statement that permits use with proper citation

Only Use Gen AI When Permitted

From: Salem State University, College Unbound, North Shore Community College:
Follow the specific generative AI instructions included in each assignment. Do not assume all writing tasks allow AI use. Some assignments do not allow ANY use for our class.

Use AI to Support Your Learning, Not Replace It:

Gen AI should NEVER replace your critical thinking, learning, or original writing in this course. For example, it can be a tool for generating ideas, organizing your draft, improving clarity or conciseness, and creating citations (double-check them!), but it should not do critical thinking/creating/writing for you.

Cite AI-generated content in your text as follows:

Word-for-word content: (ChatGPT 4.0 WFW)
Paraphrased content: (ChatGPT 4.0 PAR)
Do not use quotation marks for AI-generated content, but in-text citations are required.

When You Do NOT Need to Cite AI

Brainstorming ideas
Organizing or outlining
Proofreading or grammar/spellchecking

How to Use Gen AI When Permitted

From: Holly Fernandez-Lynch, University of Pennsylvania

You may use AI programs e.g. ChatGPT, to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.
You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited, like any other reference material (with due consideration for the quality of the reference, which may be poor).
Any plagiarism or other form of cheating will be dealt with severely under Peralta's relevant Standards of Student Conduct.

How to Use Gen AI

From: Spencer Ross, UMASS

ChatGPT-3. (2023, January 10). "Write a syllabus policy about the academic integrity of students using ai-based tools." Generated using OpenAI. https://chat.openai.com/

Academic integrity is a core principle at Peralta Colleges, and it's vital that all students uphold this principle-- whether using AI-based tools or otherwise. For my class, a responsible use of AI-based tools in completing coursework or assessments must be done in accordance with the following:

1) You must clearly identify the use of AI-based tools in your work. Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/"
2) You must be transparent in how you used the AI-based tool, including what work is your original contribution. An AI detector such as GPTZero (https://gptzero.me/) may be used to detect AI-driven work.
3) You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws.
4) You must not use AI-based tools to cheat on assessments.
5) You must not use AI-based tools to plagiarize without citation.

Violations of this policy will be dealt with in accordance with Peralta's Standards of Student Conduct. If you are found in violation of this policy, you may face penalties such as a reduction in grade, failure of the assignment or assessment, or even failure of the course. Finally, it's your responsibility to be aware of the academic integrity policy and take the necessary steps to ensure that your use of AI-based tools is in compliance with this policy. If you have questions, please speak with me first, as we navigate together how best to responsibly use these tools.

A statement that allows use on a case-by-case basis

Generative AI in this class

From: Laurie Allen-Requa, Laney College

Can I use Generative AI in this class? The short answer is, sometimes. Laurie will be clear in which assignments, quizzes, or exams that you can use AI.

That said, Laurie has AI embedded in the class that you will use for several assignments. This is called Nectir AI . Laurie will give you an overview in week three once the dust has settled on enrollment.

If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. It should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). My recommendation is to screenshot and save everything (i.e., what prompts you used, what answers were produced, where, why, and how). This is a new territory, but basic attribution rules still apply. Cite everything, otherwise you are likely violating academic integrity policies and will be considered an act of academic dishonesty.

In fact, some discussions will require AI. Learning to use AI is an emerging skill, and I will provide tutorials in Canvas about how to use them. We will use AI tools that harness large language models, including ChatGPT, as opportunities for learning and teaching in the course. Doing so aligns with the course objectives and opens up a class dialogue about the role of AI in nutrition, including opportunities and complexities in nutrition. AI in education is a vital topic for professionals who must navigate ongoing changes in the workforce and information access caused by digital technologies like AI and machine learning.

Laurie will use the following rating system to let you know when and if you can use AI. (I did not create this it came from: *The AI Assessment Scale as published in JUTLP: https://open-publishing.org/journals/index.php/jutlp/article/view/810)*

No AI

This assessment is complete entirely without AI assistance. This level ensures that you rely on your own knowledge, understanding and skills. AI must not be used at any point during the assessment.

AI-Assisted idea generation and structuring

AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission

AI-Assisted Editing

AI can be used to make improvements to the clarity or quality of your independently created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided.

AI Task Completion, Human evaluation

AI is used to complete certain elements of the task, with you providing, discussing, or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.

Full AI

AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.

Sources:

Syllabi Policies for Generative AI – google spreadsheet

Las Positas AI Resources