Selection of Recent AI Syllabus Statements from Programs and Faculty

(*Revised 8.25.2025*)

Below is a small sampling of AI policies from various Bard programs and courses. They are offered to give a sense of the variety of possible stances, and also in the hope that some of the language might be useful as you write or fine-tune your own.

If you have one to add, especially if it differs or diverges from the ones included here, please send it along. We'd like to share a broad selection, and we expect to update this document over time.

Sample Program Statements

Language & Thinking Program (2025 Policy on AI)

The proliferation of AI compels stewards of the liberal arts tradition to make the values that define our pedagogy clear to our students. At the heart of the Language and Thinking Program is the belief that writing is not merely a tool for transcribing fully-formed thoughts and feelings but a practice for discovering, shaping, and exploring them. L&T exists not only to teach the craft of writing but to cultivate an intellectual climate in which self-inquiry through reading and writing are celebrated as one of the joys of the human condition.

We recognize that there are many legitimate uses for AI in other contexts—as thought-partners for reading, metacognition, or creative expression. However, L&T is rooted in the belief that the process of writing is inextricable from the product that emerges. When a student bypasses that process and uses AI to generate text for them, they not only fail to engage with the central mission of L&T but also remove themselves from the community of writers we build together.

If a faculty member knows or suspects that a student has used AI to write any part of their final essay or preparatory work, they should contact the Director and Associate Director, who will follow up with the student. Any student who uses AI during L&T to generate writing—including freewrites or the final essay—will fail the program.

We also wish to model transparency about our use of AI as writers in order to help students understand the stakes—ethical, intellectual, and creative–of writing in this historical moment. To that end, we invite faculty to speak with their students about when and how they use AI as writers, if at all.

Psychology Program

Bard takes academic integrity seriously, and the Psychology Program requires that students submit their own original work. Indeed, you'll be asked to defend your writing during your Senior Project board meeting. Plagiarism (e.g., using the words or ideas from another entity without proper citation) is not acceptable in this—or any—academic context. Thus, using text produced by a generative system (e.g., entering a prompt into a generative artificial intelligence tool like ChatGPT or Google Gemini and using the output in your Senior Project) does not meet the requirements for original work. Moreover, content produced by such tools is generated based

on others' (uncredited) work, can be inaccurate, and risks reproducing pre-existing biases/other problems from its source material. As always, you should evaluate your sources and methods carefully before drawing conclusions.

Biology Program (2024 Statement about Generative AI, Including ChatGPT)

The overarching goal of the biology program at Bard College is to equip you with the skills and knowledge you need to conduct original biological research, and to interpret and communicate the results of your own work and that of others. These abilities are essential if you intend to continue work in biology after college. They will also help you succeed in many other aspects of your life, including a career outside of the sciences.

AI tools such as ChatGPT have the potential to be a valuable tool in some aspects of your development as a scientist. In particular, they can help you generate ideas for how to begin solving certain kinds of problems. For example, how could you write code to reorganize your data for your senior project in a particular way? What are some methods people have used to measure physiological stress in non-human animals? When appropriate, and as guided by your professor, you might practice some of these uses in your courses, including your senior project.

You should absolutely NOT use ChatGPT or other "large language models" to generate text in any course. This is for two primary reasons. First, and most importantly, writing assignments are designed to develop and assess *your* ability to write and form coherent arguments, not ChatGPT's. At Bard, our curriculum is structured around the recognition that writing is also a tool for thinking. Using a generative AI program to write your text is akin to plagiarizing from another student. As a result, the biology faculty will consider the use of ChatGPT and similar AI programs to generate text – with attribution or not – to be a violation of academic integrity, with consequences for plagiarism and cheating.

The second reason we don't permit you to use generative AI to write text is that ChatGPT and similar programs are frequently wrong. Text generated by ChatGPT, for example, often contains errors of fact, omissions, made-up information, and non-existent references. Producing text with these qualities is not our goal, and it shouldn't be yours either.

As a guideline, we suggest that you use the same standards for using generative AI programs that you would apply to a person. You wouldn't, we hope, copy the work of another student because you know that doing so is unethical; the same applies to ChatGPT. In the same way, too, that you wouldn't assume suggestions from another person were correct, you should recognize that ChatGPT frequently provides incorrect information, so any content should be carefully checked against other sources and methods. If you're using ChatGPT to help you solve a coding challenge for your senior project, for example, you will know whether the code works by actually trying to use it.

If you have questions or comments about appropriate uses of AI in your classwork, or in your senior project, please speak to your professor.

<u>**Sample Syllabus Statements**</u>

These are from individual syllabi and do not necessarily represent the program as a whole. Note that many of these policies are excerpted from longer statements about academic integrity or about the course more generally.

Psychology

I expect you to be familiar with what plagiarism is and is not. You may not present someone else's work as your own without proper citation. You should be writing for this course in English using the statistical language we discuss. Using AI-generated text is not a replacement for your own writing, and automated or "AI" tools to edit grammar and spelling should be used sparingly. You may not copy someone else's work. You may not simply reword text from another source without giving credit, or ask generative textbots to do so. Please cite others' work where relevant, and use your own writing. If you are not sure about the definition of plagiarism, or whether something constitutes plagiarism, please consult with me or with someone at Bard's [Learning Commons](). Students caught plagiarizing will be reported to the Academic Judiciary Board, will get no credit for the assignment, and may fail the course.

However, please note that I *do* encourage you to work *with your classmates* during this course. While some assignments are to be completed independently, other assignments should be worked on collaboratively. Homework assignments may be worked on with peers, **provided that you credit your study group** (or the stats study room you took part in). The statistics project and lab assignments should always be worked on with classmates. Study groups are an excellent way to learn material. However, you should take care to ensure that you can respond to the questions independently. (And please note that simply answering the questions is not enough; you should always show your work. If you get the answer another way, please take the time to understand why it is that way while doing the homework, so you can use that understanding during exams/etc.)

I operate from the standpoint that you are interested in learning this material, and are doing your best to operate with integrity. Using LLMs or text generators like chatGPT take away your ability to learn from the process of writing, while also increasing your likelihood of generating "slop" (see, e.g., [Willison, 2024](); [OUP, 2024]()). That said, there is doubtless a place for LLMs in this class—as a digital tutor, as a coach and question-asker, etc. However, an over-reliance on chatGPT and its ilk will detract from your learning. Do your best to learn from the assignments in this class. I expect you to cite sources that you use, including tools that reword your writing like Grammarly, tutors who help you rework a homework or paper, or if you use chatGPT or similar tools to understand a complex topic.

Computer Science

It goes without saying that it is not okay to use any generative AI tool to write code for you. It is also not okay to upload any of my course materials to any generative AI tool! I do not give you permission to give my materials to those companies to use as training data.

Also Computer Science

Academic Integrity: We will be exploring large language models, such as ChatGPT, in this course. However, when completing your own assignments for this course, you are expected to do your own writing. Academic honesty is required in all your work. Under no circumstances may you hand in under your own name work done with (or by) someone else or some other entity.

Literature

Artificial Intelligence (AI). The guidelines for academic dishonesty, above, also apply to any unacknowledged use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Gemini, Copilot, Grammarly, etc.). If you (a) use such tools at any stage of an assignment (whether for the generation or modification of ideas, or for the generation, modification, or translation of text), and (b) do not properly acknowledge and cite such use, I will treat this as a case of plagiarism and you will incur a failing grade for the course. See "Artificial Intelligence (AI) Guidelines" (on Classroom) for further details and permissible uses.

Intensive Language Class

Use of Artificial Intelligence in This Course: This course will engage with artificial intelligence as a topic of discussion, exploring its influence on language, literature, and culture. Through our analysis of German texts, we will critically examine how AI shapes storytelling, translation, authorship, and the power of words. These conversations are meant to deepen your understanding of technology's role in human creativity and communication, not to replace your own learning process.

While we will reflect on AI's impact, **you are expected to complete all assignments, essays, and language exercises through your own efforts.** The use of AI tools (such as ChatGPT, DeepL, or Google Translate) to write, translate, or generate work for graded assignments is not permitted. The intensive nature of this course is designed to build your German language skills, cultural knowledge, and critical thinking—outcomes that can only be achieved through your active participation and personal engagement with the material.

Language learning is a deeply human experience, one that thrives on curiosity, practice, and even struggle. AI cannot replicate the connections you will make or the growth you will achieve by working through challenges yourself. If you find yourself struggling, please come to me for support—I'm here to help you succeed.

Submitting AI-generated work as your own violates academic integrity and undermines the goals of this class. If you have questions about how or why we discuss AI, or if you're unsure about appropriate use, don't hesitate to ask. Let's use this opportunity to think deeply about promises and perils of technology while honing your skills as a learner and thinker.

Philosophy

On GPT and other AI-sourced writing: I am not one of those who thinks use of AI necessarily a bad thing (though it really quite often is, especially under present conditions where there is no

democratic or popular control over technology and its development and management is in the hands of a rich few - not to mention the environmental costs). But large language models like GPT etc. are not at all suited to helping you figure out what you should think and believe, and why. These are normative questions that involve the exercise of rationality, feeling, sympathy, imagination. LLMs just associate words with others to make it seem *as if* something is thought or believed. The goal of writing in this course is to help you find out what you should think and why, through the use of your capacities for reason, feeling, and imagination. So I very much discourage the use of AI systems for writing for the purposes of *this* course, though it may well be suited for other courses with other learning goals. If you *do* use any LLMs, please let me know and be very clear about how you have used it and what you have added to and changed of (if anything) what it wrote. Passing off the outputs of LLMs as your own writing without citation **is plagiarism** and will be treated as such.

Literature (Lower-Level)

Writing is *hard work*, and writing well, like playing an instrument or improving athletic performance, requires practice. Part of what makes the difficulty worthwhile is that writing requires us to translate our own experiences into texts for other people, and this process of translation helps us to not only better understand our experiences but also our understanding of other people. Outsourcing any part of this process jeopardizes its value. If you use AI as a shortcut, even if only at the level of summarizing readings, you are introducing (shoddy and potentially hallucinatory) noise into the translation process. I believe that writing's value lies in its difficulty, and I would rather you struggle to capture and convey your own experiences than falsify either your perceptions or your voice. Consequently, I will not be evaluating you on the quality of your writing in this course (see "Assignments and Grading" section below). You will receive feedback from me about the quality of the texts you produce, but this feedback is meant to help you learn more about your reader's needs and expectations. It is not meant to penalize you. Please do not think of my writing assignments as tests of your skills or knowledge; instead, think of them as invitations to develop, train, and hopefully flex your intellectual muscles.

Your grade on these assignments will be entirely dependent on your commitment to practicing the craft—a commitment demonstrated by attempting to meet the objective criteria (labeled "specifications") indicated on each assignment you will be given. One specification on each major assignment will be the inclusion of a "process statement" in which you will reflect on what you found difficult in the assignment or what was not well-explained in the prompt; in this statement, you are also expected to explain how you went about your work and what tools you used. **If you use AI to complete your assignment (whether it is to develop, brainstorm, compose, or copy-edit) and are transparent and honest about your use of it, I will give it credit so long as it meets the specifications laid out in the prompt.** This is a gesture of confidence and of trust. I would rather you be transparent about your writing process than pretend that you've done thinking that you have not actually done. **If you use AI and are honest about it, I will let you know how many points the assignment received—but I will not offer my own written feedback on the work.** If I discover that you are *dishonest* about your methods—whether through plagiarism or through the concealed use of generative AI (an utterly irrational decision in this context)—you will be subject to the guidelines on Academic Integrity below.

Academic Integrity: In all written work you are expected to flesh out your own ideas before consulting other thinkers (or things that seem as if they are thinking). If you consult the work of other human writers (even if you don't quote them), you must cite them appropriately. You must also cite generative AI should you use it with the scholarly standards outlined here: https://style.mla.org/citing-generative-ai. There is a zero-tolerance policy for plagiarism (the presentation of *any* writing that you did not personally compose as your own) in this class. Instances of plagiarism will cause the assignment to receive an F; a repeated instance will risk an F in the course.

Literature (Upper-Level)

This upper-level research seminar prepares you to do the kind of serious scholarly work expected in a Senior Project. If there's one thing it aims to teach, it's that in an academic context the word "research" does not mean "finding the answer to a question." It means "learning about the different ways different people might answer, or even pose, a question." Research is *hard work* because the goal of the process is the development of a more expansive and humbler attitude toward knowledge itself. Becoming a researcher means learning how to be *the kind of person who wonders where answers come from* rather than *the kind of person who has answers*. Becoming a researcher consequently requires exposure to broad pools of information, so that you might ponder the depths out from which people might fish for answers. In practice, this means casting out hypotheses that are destined to fail, feeling like you're wasting time reading things that may not prove useful, and (I'm sorry to say) thrashing about in uncertainty. You won't be able to read all the books and articles that your research will uncover, but the process of noticing what's available on the shelf and the kinds of things other people are talking about will give you a better sense of the waters you are navigating.

As the goal of this course is not your arrival at world-changing *new answers* but your acquisition of a *curious attitude*, the methods (and grading) of this course insist not on your commitment to a process rather than on the quality of your end products. A messy, confused, ambitious paper that reveals an author struggling to tie things together is a better outcome than one that is polished but boring, generally correct but intellectually unadventurous. I trust in the process—meaning that I believe that if you sincerely undertake it, world-changing answers will emerge, discoveries will be made, lives will be enriched. You don't have to trust the process yet, but your responsibility is to nevertheless try and observe it. Every part of research—from developing a research question, to looking up sources that might be useful, to reading those sources and taking notes on them, to constructing paragraphs in which you digest what you've learned, to composing a statement about your tentative answers—cannot be replaced with a shortcut, because every part is essential to *developing a humbler attitude toward knowledge*. Generative AI tools, as convenient as they seem, are hindrances to this process because they actively oppose the researcher wondering where answers come from. Convenience is, in many ways, antithetical to intellectual inquiry. Generative AI tools are answer engines (without real concern for the truth of their answers), and they rob you of the process by which your disposition as a researcher might be cultivated. I believe that it is better to learn something slowly, imperfectly, and incompletely than to regurgitate whatever ChatGPT has to say about it. For this reason, **you may not use any generative AI tools for any part of this course**. The course assignments are largely structured such that you

will be accountable for taking each step of the process seriously, and your grade on them will primarily be determined by your adherence to the process (though you will receive feedback from me with respect to their actual quality). If I suspect that you've used an AI tool (even if you haven't—a sad byproduct of the present educational environment), I may have you talk to me about why your work struck me as if it was. I may even ask you to resubmit it (penalty-free), if only so you better understand the difference between easy answers and genuine inquiry. If I discover that you have been *dishonest* about your methods—whether through plagiarism or through the concealed use of generative AI—you will be subject to the college's guidelines on Academic Integrity.

First-Year Seminar

At the center of my teaching is writing as a practice—like learning to play a musical instrument, it's something you learn by doing. Writing can transform consciousness, both your own and those of your readers. It helps you discover who you are, what you think, and how to live out your values with integrity. And, just as importantly, writing is about joy: the joy of self-discovery in community with others.

In a world that seeks to commodify every scrap of our attention, learning to slow down and think deeply is not just personally beneficial—it's politically radical. To build a better world for ourselves and future generations, we must learn how to focus on what matters and articulate our thoughts and feelings with precision and nuance. Writing is one of the best practices I know of for doing just that.

Although writing sometimes happens in solitude, it is a deeply relational practice. For centuries human beings have found inspiration through dialogue—not just with other humans, but with plants, animals, spirits, and ancestors. Today, AI can serve as another kind of thought-partner, and I am interested in exploring how we can use it together.

Like any powerful technology—smartphones, social media, the internet—AI must be used mindfully. Used well, it can help you become more curious, aware, and empathetic. Used carelessly, it can numb you to the richness of life and the power of your own mind. One of my goals this semester is to help you learn how to work with this new tool in ways that expand, rather than diminish, your capacity for reflection and independent thought.

Classics

AI Policy: The aim of this course is to introduce you to Greek literature, history, and civilization and, at the same time, to give you the tools and confidence to analyze ancient evidence, to draw conclusions from it, and to understand the limits of what it can (and cannot) tell us. Because of this, the following uses of AI are not allowed:

- To produce any text you submit for the course (either in discussion posts or formal writing assignments).
- To summarize readings assigned for the course.
- To summarize material and produce study guides for quizzes or exams.
- To produce an outline, a question, or a prompt for your writing.

-       To proofread, edit, or otherwise massage your writing. (You are welcome to use the built-in spelling and grammar tools in Google Docs or Microsoft Word, which do employ, as far as I am aware, some degree of artificial intelligence to find missing words and recognize misused homonyms).

The following uses of AI <u>are permitted</u> in the class:

-       You can ask AI for further suggestions for reading (but you can ask me too!)
-       You can ask AI for further context about a reading or author (but you can ask me too!)
-       You can use AI to create graphics that illustrate ideas, concepts, and material you have come to understand on your own. But if you submit those graphics in any written material you must cite your source.
-       You can use AI to create novel tools to decipher Linear A (but you should publish your results!)
-       If you feel that you would benefit from a use of AI that is not listed here, please speak with me. The aim of these restrictions is for you to get the most out of this course and, frankly, for you to retain the critical, creative, and intellectual capacities that make you human. I admit that this course will be hard work, but I hope it will be valuable work.

In turn, I promise that I will abide by the same guidelines in this course. Further, I will **not** submit your material to any generative AI tool (without your express permission) and I ask that you don't upload course materials to those platforms.

* * *

For a slightly overwhelming list of syllabus statements from beyond Bard, see the [Syllabi Policies for Generative AI Repository](). Additional syllabus and program statements are welcome.