<div align="center">

Syllabus Guidance for Faculty
Academic Senate Curriculum & Instruction Committee

</div>

The State of the Syllabus at WSU
Wayne State University provides a [syllabus template](#) for instructors to use as the basis for the syllabi they create; variations may be found on departmental and college websites. The Curriculum and Instruction Committee (CIC) of the Academic Senate reviewed the syllabus template in 2022-2023 with the goal of proposing changes to go before the full Senate plenary in 2023-24. The information below has been preliminarily discussed with the Policy Committee and will be developed further in early fall with input from other Senate standing committees.

For example, university policy statements expected to be included on syllabi have increased to the point that they crowd out needed course-specific instructional information. The CIC plans to consider what general information students need and how students can best access that general information. Please contact CIC to provide your input into this process in early fall! In the meantime, the following suggestions and resources may be helpful in creating a syllabus for your class.

What belongs in a syllabus?
- Specific information students need should be front and center, including workload and demands of the class; grading policies; due dates; pace of assignments or class-by-class assignment schedule; nature of assignments, projects, and exams, etc.
- A [workload calculator](#) may be helpful.

The issue of artificial intelligence (AI)
Instructors may wish to include a syllabus paragraph specifying whether and how students may use AI. The Academic Senate's ad hoc subcommittee on artificial intelligence has provided suggested text examples (slightly edited, below).

For instructors who will prohibit the use of artificial intelligence (AI) tools/systems in their classes:

> *I am here to help you to be successful in my class and am happy to meet with you to discuss any course assignments, study strategies, and other academic matters. I want you to be able to think critically, be analytical, and be creative in your work in my class. Since the goal is for you to develop your critical thinking skills, ideas, and critical perspectives on the class materials, the use of any artificial intelligence (AI) content creation tool/system (e.g., Jasper, ChatGPT, Bard, etc.) is not permitted. Using AI in any shape or form will constitute a violation of the Student Code of Conduct and may subject you to charges of academic misconduct. If you have difficulty with an assignment, contact me, attend office hours, and/or seek support from the Academic Success Center [or any other resources instructors consider helpful, e.g., tutoring center, peer mentors, and so on.]*

For instructors who will allow AI usage in their classes:

> *The use of artificial intelligence content creation tools/system (e.g., ChatGPT, Jasper) is permitted in this class on certain conditions. (1) You consult me first on your plan for using AI with the assignment. I may offer you an alternative approach. (2) You state explicitly at the beginning of the assignment when, why, and how you have used AI. This includes the prompts you used to generate the results. You also need to specify what elements of the AI- generated text you have used. (3) If your AI output includes data/information, you are responsible for verifying accuracy and providing sources. (4) If I detect AI plagiarism in your assignment, you will be found to be in violation of the Student Code of Conduct and charges of academic misconduct will be brought.*

Instructors may want to add language to the syllabus statement to provide a rationale for allowing or prohibiting the use of AI in the course.

About syllabus design:
- Digital or visually appealing syllabi may get more engagement from students. Social annotation tools such as Perusall and Hypothes.is may be useful here.
- Strike a balance between *learning-focused* and content-focused materials.

More syllabus resources:
- WSU Office of Teaching & Learning (voluntary enrollment required for OTL Virtual Resource Hub)
- Creating a syllabus that students want to read
- Creating a digital syllabus
- Digital syllabus template
- Palmer, M. S., Wheeler, L. B., & Aneece, I. (2016). Does the document matter? The evolving role of syllabi in higher education. *Change: The Magazine of Higher Learning*, *48*(4), 36-47.