**Syllabus Statements Regarding the Use of Generative AI in Courses**

Generative Artificial Intelligence (AI) in educational settings presents both opportunities and challenges. Faculty have the autonomy to decide whether and how AI will be used in their courses. Clear articulation regarding your policy about the uses of AI within your course syllabus can help avoid potential misunderstandings with your students. The following are points of consideration as you draft your own policy.

1. **How does your AI policy align with the learning objectives of your course?**
   * *Advancement of Learning Objectives*: Consider how AI might enhance the learning experience. For instance, AI tools can provide personalized feedback, assist in research, and help students develop critical thinking skills.
   * *Impediment to Learning Objectives*: Reflect on scenarios where AI might hinder the learning process. Over-reliance on AI could reduce the development of fundamental skills such as problem-solving, writing, and analytical thinking.

**2.**     **What are the limitations of AI within the context of your course material?**

* AI can perpetuate biases—racial, gender, and other–present in the data that it is trained on. Models can be unpredictable in their outputs, sometimes producing works that many may find offensive.
* Large language models sometimes make up “facts” and cite non-existent sources.
* Code generation models can produce inaccurate outputs.
* AI may plagiarize from texts or images without attributing that content to their original author or use student data in unpredictable ways without their knowledge or consent.
* As there can be issues related to equity and accessibility (e.g., some versions require payment, others not), you may consider specifying acceptable programs in the context of your course.

**3. If you allow the use of AI, do you want students to offer documentation?**

* Some professors ask students to list the platform(s) and prompts they use. Or, to provide a brief narrative at the end of assignments on how they used AI.
* The [APA](https://apastyle.apa.org/blog/how-to-cite-chatgpt) and [MLA](https://style.mla.org/citing-generative-ai/) offer guidance on how to cite AI-generated content.

**4**.  **Do  you plan on using AI in the context of your teaching?**

* If so, for the sake of transparency you might specify how.

**5.**     **What if a student violates my policy?**

* You may wish to stress that students are ultimately responsible for the work they turn in and that any violations of your policy may be referred to the [Office of Student Conduct & Conflict Resolution](https://www.colorado.edu/sccr/) as a potential [Honor Code](https://www.colorado.edu/sccr/honor-code) violation.

**Sample Statements**

·       *Prohibited*

*Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on any assignment for this course. Each student is expected to complete each assignment without assistance from generative AI. Use of AI will be treated as a form of academic dishonesty akin to plagiarism or cheating.*

·       *Allow use in certain cases or with your prior permission*

*For certain assignments in this class, you will be allowed to use generative AI tools (e.g., ChatGPT). I will inform you when that is the case and will provide instructions regarding acceptable uses of AI. Otherwise, their use is not allowed. Use of AI on assignments for which it is not allowed will be treated as a form of academic dishonesty akin to plagiarism or cheating.*

·       *Allow use with documentation*

*This class allows the use of generative AI tools (such as ChatGPT, Bing chat, and others) for assignments. I will provide instructions regarding acceptable uses of AI. If you use AI on an assignment, you need to acknowledge in a paragraph how you used AI, including a list of the prompts you used.*

·       *No restrictions*

*Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on all assignments in this course. No special documentation or citation is required.*

**Resources**

The CTL’s website has an introductory page for [Teaching & Learning in the Age of AI](https://www.colorado.edu/center/teaching-learning/teaching-resources/teaching-learning-age-ai).

The [CTL’s and ASSETT’s Teaching & Learning with AI Resource Repositor](https://teachandlearnai.com/)y is designed to share implementable classroom resources for teaching and learning with and about generative AI. All resources submitted to the repository are available for educators to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator.

Lance Eaton manages a nationally recognized, [crowd-sourced document](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit) featuring AI syllabus statements from educators at many universities and across many disciplines.