Generative Artificial Intelligence Syllabus Guidance

Note: This is a living document that will be amended in response to significant developments in the impacts of generative AI on teaching and learning.

Looking to have a discussion with your students about gen AI use? Let these four levels of use kick off the conversation.

- Full Gen AI Use
- No Gen AI Use
- Conditional Gen AI Use
- Limited Gen AI Use

Note there are additional tips for under each category.

As generative artificial intelligence (gen AI) tools have become pervasive in daily life, educators should communicate to students their policies regarding the use of these tools in coursework. When forming your policy there are a number of gen AI considerations to take into account including ethical, privacy, security, environmental, financial, and accessibility concerns. Whether you choose to prohibit, allow, or conditionally permit gen AI usage, a clearer statement can prevent misunderstandings between you and your students and support student accountability.

[A thoughtful conversation with students addressing your expectations about gen AI](#) use can encourage open dialogue and promote trust in the classroom. [Consider co-designing a gen AI use policy with your students collaboratively.](#)

Turnitin AI Writing Detector or other gen AI detector tools are unreliable and not recommended, as they can generate false positives and be biased against students for whom English is a second language. Please review the Center for Teaching and Learning's [AI & Assessment page](#) for more information. If you plan to use any gen AI detection, you should disclose this in your syllabus and in dialogue with your students. For more information, please review the [Office of Information Technology's statement on Turnitin](#) and consider whether students can meaningfully consent to use of such tools to assess their work.

The guidance below is intended for instructors to use on their syllabus statements, or as a starting point to further refine their statements. For more resources on gen AI use consult the [CTL website](#).

The syllabus statements below were developed using the [Pepperdine Generative AI Syllabus statement Tool](#) and adapted for use at CU Boulder. If you want to develop your own gen AI use syllabus statement, we encourage you to explore the Pepperdine tool, which is freely available.

Recommended Language for Syllabus Statements

Generative artificial intelligence tools—software that reproduces text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This statement governs all such tools, including those released during our semester together.

Keep in mind that the goal of gen AI tools is to reproduce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a gen AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.

If gen AI tool use is suspected in completing assignments for this course in ways not explicitly authorized, I will follow up with you. I may contact the [Office of Student Conduct & Conflict Resolution](#) to report suspected [Honor Code](#) violations. In addition, you must be wary of unintentional plagiarism or data fabrication. Please act with integrity, for the sake of both your personal character and your academic record.

TIP: In addition to the above statements, it is recommended that you incorporate one of the following four categories about generative AI tool use in your classroom so that students clearly understand your expectations. You may also consider using these categories to specify allowable use for individual assignments.

Full Gen AI Use:
You may use gen AI tools in this course however you see fit. In fact, some assignments will require the use of such tools. However, keep in mind your own and others' privacy implications and security risks when using gen AI tools. If you use gen AI tools on assignments in this class, document your usage with the *[Chicago Manual of Style](#)* or appropriate citation guidelines for this course.

TIP: In respect to some students' accessibility, affordability, privacy, security and other environmental and ethical concerns consider providing alternative methods that do not require gen AI use to complete the assignment while still supporting students in achieving the same learning outcomes.

No Gen AI Use:

You may **NOT** use gen AI tools on any assignments in this course.

TIP: If you choose to prohibit gen AI use in your course, consider including clarifying language as to why and to outline consequences of gen AI use. For example: "Gen AI use in this course will not enhance student learning, nor serve the topic at hand. If gen AI use is suspected on an assignment, I will consult with you and ask that you redo the assignment using no gen AI within X number of days of the original due date."

Additionally, depending on your learning objectives, you may want to clarify whether use of tools such as Grammarly and Spellcheckers is acceptable or unacceptable, and whether it is permissible if AI exists in an approved accommodation.

The following two categories are options for how you might characterize allowable gen AI use in your course:

Conditional Gen AI Use:

You may conditionally use gen AI tools in this course on **any** assignment. Gen AI use is permitted for the purpose of [insert your specific conditions here], with clear attribution and explanation of AI's role in the completion of the assignment. If you use gen AI tools on assignments in this class, document your usage with the *[Chicago Manual of Style](#)* or appropriate citation guidelines for this course.

Limited Gen AI Use:

You may use gen AI tools on **specific** assignments in this course, but their use is limited to the following particular tasks: (explain here – e.g., grammar checks but not for rewriting sections of the assignment, generating ideas or outlines, but the final work must be student-generated, summarizing or synthesizing research, with proper critical evaluation and original analysis or as outlined for each individual assignment.) If you use gen AI tools on assignments in this class, document your usage with the *[Chicago Manual of Style](#)* or appropriate citation guidelines for this course.

TIP: Whether you allow full, conditional or limited gen AI Use in your course, you may have some assignments for which you require gen AI use for specific pedagogical purposes. In these cases, we advise that you clearly describe how gen AI use meets the learning goals of the assignment and take into consideration accessibility parameters. If you use gen AI tools on assignments in this class, document your usage with the Chicago Manual of Style or appropriate citation guidelines for this course.