**Guidelines for Syllabus Statements on Student Use of Artificial Intelligence (AI)**

Educators have many stances on the use of AI in their courses. Whatever your position, it is a good idea to have a statement on your syllabus that clearly articulates your policy to avoid misunderstandings with your students. The following points are offered for your consideration as you draft your policy.

**What uses of AI, if any, are acceptable in your course?**

* *Prohibited*

Sample statement: *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 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*

Sample statement: *For certain assignments in this class, you will be allowed to use 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*

Sample statement: *This class allows the use of 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*

Sample statement: *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.*

**How does your AI policy align with the pedagogical goals of your course?**

**You may wish to remind students of the limitations of AI.**

* AI can perpetuate biases—including racial, gender, and ethnic biases present in the data the AI is trained on
* Large language models sometimes make up “facts” and cite non-existent sources
* Code generation models can produce inaccurate outputs
* Image generation models can be unpredictable in their outputs, sometimes producing works that many may find offensive
* AI may plagiarize from texts or images without attributing that content to their original author

**You may wish to provide guidance on writing good prompts**

Good prompts are essential to productive uses of AI, though strategies vary from discipline to discipline. [Anna Mills](https://docs.google.com/document/d/1V1drRG1XlWTBrEwgGqd-cCySUB12JrcoamB5i16-Ezw/edit#heading=h.zijgscjg92f) has collected guides on writing prompts, as well as a host of other helpful AI resources for educators.

**Student Accountability**

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.

**Examples of syllabus statements**

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