

**Center for Teaching, Learning, & Leadership (CTLL)  
Sample Generative AI Statements for Syllabi**

Colorado State University- Pueblo's CTLL created the table below to provide sample syllabi statements regarding AI use. We are happy to collaborate with faculty to create syllabi tailored to their discipline and teaching philosophy.

**Some questions to consider before adopting any of the following statements and/or writing your own:**

- **What message(s) am I conveying with this statement?**
  - Am I setting a tone of suspicion? Is there an assumption of intent to cheat?
  - How might the statement I adopt/write help build connection and trust with my students?
- **Aspects of learning and teaching you might consider:**
  - How might I create assignments that cannot be completed simply by using AI?
  - How might I encourage critical thinking, reflection, and real-world/personal application?
  - How might I show students the value of (and how to use) AI as a tool but *not* as a replacement for their own critical thinking?
  - Can I allow AI use for some things but not others, for example, not with in-class responses using tools like Mentimeter or Nearpod?
  - How can I leverage an iterative writing process to ensure that students work reflects their own thinking?

Institution	AI Syllabus Statement Samples	Link to Resource
Colorado State University	<ul style="list-style-type: none"> <li>● The Prohibitive Statement</li> <li>● The Use-With-Permission Statement</li> <li>● The Abdication Statement</li> </ul>	<a href="#">What should a syllabus statement on AI look like?   The Institute for Learning and Teaching   Colorado State University</a>
Temple University	<ul style="list-style-type: none"> <li>● Acceptable and Unacceptable Use</li> <li>● Use Encouraged and Permitted</li> <li>● Use Prohibited</li> </ul>	<a href="#">Sample Syllabus Statements for the Use of AI Tools in Your Course</a>

Institution	AI Syllabus Statement Samples	Link to Resource
Texas A & M University	<ul style="list-style-type: none"> <li>● No Use of Generative AI Permitted</li> <li>● Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission</li> <li>● Broader Use of Generative AI Permitted Within Guidelines</li> </ul>	<a href="#">Generative AI Syllabus Statement Considerations</a>
UCLA Academic Senate Graduate and Undergraduate Councils	<ul style="list-style-type: none"> <li>● ChatGPT and related AI tools are rapidly transforming higher education</li> <li>● Instructors are encouraged to clarify and communicate expectations to students</li> <li>● Consider incorporating academic integrity policies into your syllabus</li> </ul>	<a href="https://senate.ucla.edu/news/teaching-guidance-chatgpt-and-related-ai-developments">https://senate.ucla.edu/news/teaching-guidance-chatgpt-and-related-ai-developments</a>
University of Vermont	<ul style="list-style-type: none"> <li>● An Example for When AI Use is Generally Allowed with Attribution</li> <li>● Examples for When AI is Allowed for Specific Assignments or Tasks</li> <li>● Examples for When AI Use is Allowed with Prior Permission</li> <li>● Examples for When AI is Generally Prohibited</li> </ul>	<a href="#">Examples of AI &amp; ChatGPT Syllabi Statements   Writing in the Disciplines   The University of Vermont</a>