

Center for Teaching, Learning, & Leadership (CTLL)

Information on AI Statements for CSU Pueblo Syllabi

Colorado State University Pueblo's Center for Teaching, Learning, and Leadership (CTLL) is your resource for communication regarding AI use. The CTLL is happy to collaborate with faculty to create syllabi tailored to their discipline and teaching philosophy.

CLASS POLICY LEVEL: SYLLABUS CONSIDERATIONS

Transparent

- Clear Communication
- Consider Student-Friendly Language & Examples

Purpose

- Share the "why" behind the policy
- If certain assignments allow AI use, ensure those are delineated

Permitted & Prohibited Use

- When & How AI tools can be used
- Provide Examples of Use, Non-Use & Specific Tools

Citation

- Facilitate learning about citing AI use in your discipline

Consequences

- What can students expect when you suspect policy violations?



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

- **AI is a technology tool that is being used in education, in employment, and by students in non-academic ways.**
 - Is it realistic to ban the use of any AI when there is no institutionally approved verification method?
 - How does the ubiquitous presence of AI in online search engine results, office software provided by CSU Pueblo to all students (e.g., Word, PowerPoint, Excel) fit with your syllabus policy?
- **What message(s) am I conveying with this statement?**

- Am I approaching students from a perspective of unconditional positive regard? Is there an assumption of intent to cheat?
- How might the statement I adopt/write help build connection and trust with my students and engage their learning?
- **Aspects of learning and teaching that impact syllabus policy**
 - If AI use is permitted, how does my course policy align with student competencies for technical understanding, evaluative skills, practical application and ethical consideration?
 - How might I create assignments that cannot be completed simply by using AI? Is it possible to focus learners on process and iterative improvement with many opportunities for feedback from you?
 - 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 systems e.g., Mentimeter?

Institution/Resource	AI Syllabus Statement Samples	Link to Resource
AI in Assessment Scale	<p>NO AI: All work is completed entirely without AI assistance, without the use of digital tools. Students rely solely on their existing knowledge, understanding, and skills to complete the assignment or assessment.</p> <p>Sample Statement: <i>“You must not use technology with embedded AI at any point. You must demonstrate your core skills and knowledge.”</i></p> <hr/> <p>Planning: Pre-task activities e.g., brainstorming and planning. Develop and refine ideas independently.</p> <p>Sample Statement: <i>“You may use AI for planning, idea development, and research. Your final submissions should show how you have developed and refined these ideas.”</i></p> <hr/> <p>Collaboration: AI is a partner in the work. AI creates drafts, provides feedback, students refine and build on AI output.</p> <p>Sample Statement: <i>“You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.”</i></p> <hr/> <p>Full AI: Use determined by learner, focus on achieving goals using critical thinking. Use AI creatively to enhance problem-solving, identify unique applications, and innovate.</p>	<p>AI Assessment Scale Adapted for use as course syllabus policy</p> <p>AI Assessment Scale (AIAS). (2023). AI Assessment Scale (AIAS). https://aiassessmentscale.com/#levels</p>

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	<p>Sample Statement: <i>“You may use AI extensively through your work either as you wish, or as specifically directed in your assignments. Focus on directing AI to achieve your goals while demonstrating your critical thinking. You should use AI creatively to solve tasks, potentially co-designing new approaches with your instructor.”</i></p>	
Colorado State University	<ul style="list-style-type: none"> ● The Prohibitive Statement ● The Use-With-Permission Statement ● The Abdication Statement 	<p>What should a syllabus statement on AI look like? The Institute for Learning and Teaching Colorado State University</p>
Temple University	<ul style="list-style-type: none"> ● Acceptable and Unacceptable Use ● Use Encouraged and Permitted ● Use Prohibited 	<p>Sample Syllabus Statements for the Use of AI Tools in Your Course</p>
UCLA Academic Senate Graduate and Undergraduate Councils	<ul style="list-style-type: none"> ● ChatGPT and related AI tools are rapidly transforming higher education ● Instructors are encouraged to clarify and communicate expectations to students ● Consider incorporating academic integrity policies into your syllabus 	<p>https://senate.ucla.edu/news/teaching-guidance-chatgpt-and-related-ai-developments</p>