THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan Campus

Office of the Provost and Vice-President, Academic

Marie Tarrant
Provost and Vice-President, Academic *pro tem*
The University of British Columbia
Okanagan Campus
ADM 119 - 1138 Alumni Avenue
Kelowna, BC Canada V1V 1V7

provost.ok.ubc.ca
ubco.provost@ubc.ca

Syllabus statements on GenAI usage

Policy O-130.1: *Content and Distribution of Course Syllabi* requires that each course syllabus includes "a statement on generative artificial intelligence (GenAI) usage in student-submitted work that clarifies how the use of GenAI is permitted or not permitted." While there is no single approach to GenAI use that will work for every course, discipline, assignment, or learning context, an effective statement helps students understand both what is permitted and why. It is important to note that the syllabus statement establishes overall expectations for GenAI use in the course, and assignment instructions provide more specific guidance.

The following examples of syllabus statements are starting points and should be adapted to the instructor's discipline, course context, assignments, and learning goals.

Example: When independent, unaided practice is central to learning
This may fit courses or assignments where students need independent, unaided opportunities to practice particular skills, processes, or ways of thinking.

Sample language:
The expectations for GenAI use in this course are designed to support your learning. Some activities require you to develop skills through your own practice and process. For these activities, the use of GenAI tools to complete or substantially generate submitted work is not permitted because the learning comes from engaging directly in the process.

Other uses of technology or learning supports may be appropriate where identified. If you are unsure whether a particular use of GenAI is consistent with course expectations, please ask before submitting your work.

Example: When GenAI may support parts of the learning process
This may fit courses or assignments where GenAI can support learning while students remain responsible for their own understanding, decisions, and final work.

Sample language:
In this course, you may use GenAI tools to support aspects of your learning, such as [*insert examples: brainstorming, exploring ideas, receiving feedback, revising your work*].

Your submitted work should reflect your own understanding, analysis, and decisions. You are responsible for evaluating any AI-generated content you use, including checking accuracy, considering limitations, and ensuring your work meets course expectations.

When you use GenAI tools, document your use according to the instructions provided.

Example: When critically engaging with GenAI is part of the learning outcome
This may fit courses or assignments where learning about, evaluating, or using GenAI tools is part of the intended learning.

Sample language:
This course includes activities where you will use and critically evaluate GenAI tools. These activities are designed to help you understand the capabilities, limitations, and implications of these technologies.

Effective uses of GenAI tools require human judgment. You remain responsible for evaluating outputs, making informed decisions, and explaining how GenAI contributed to your learning process.

If you have concerns related to access, privacy, or other considerations, please contact me so we can discuss appropriate options.

Example: When GenAI expectations vary by assignment
This may fit courses where different assessments involve different kinds of learning.

Sample language:
GenAI expectations differ across assignments in this course because each activity supports different learning goals. Some assignments may permit or include GenAI use, while others may limit use to ensure you have opportunities to practise specific skills.

Each assignment will identify permitted uses of GenAI and any documentation requirements. If expectations are unclear, please ask before submitting your work.