Checklist for Assessing the Impact of Generative AI on Your Course

This checklist is designed to help instructors consider how generative AI products like ChatGPT may affect their courses and learning materials (syllabi, learning outcomes, and assessments) and provide guidance on how to make strategic course adaptations and set course expectations that address these tools.

Step One: Experiment with Generative AI
- ☐ **Experiment** with ChatGPT EDU or a similar application by inputting your own assignment prompts and assessing its performance in completing your assignments.
- ☐ **Research** the potential benefits, use cases, limitations, and privacy concerns regarding generative AI to gain a sense of the potential applications and misuses of this technology.

Step Two: Review Your Learning Outcomes
- ☐ **Reflect** on your course learning outcomes. Which outcomes lend themselves well to the use of generative AI and which skills go beyond the current limitations of AI? Keep this in mind as you move on to steps three and four, as the way students demonstrate achieved learning outcomes may need to be adjusted in course assignments/activities.

Step Three: Assess the Extent of AI Use in Class
- ☐ **Assess** to what extent your course or discipline will be influenced by AI advancements. Are experts in your discipline already collaborating with tools like ChatGPT? Will current or future careers in your field work closely with these technologies?
- ☐ **Determine** the extent of usage appropriate for your course. Will you allow students to use it all the time or not at all? If students can use it, is it appropriate for only certain assignments/activities with guidance and permission from the instructor? Be specific and clear with students and identify how you want them to document their use of AI (e.g., citations in a particular style, disclosure statement).
- ☐ **Revisit** your learning outcomes (step two). After assessing the impact of advancements in generative AI on your discipline and determining how the technology will be used (or not used) in your course, return to your learning outcomes and reassess if they align with course changes/additions you may have identified in this step.

Step Four: Review Your Assignments/Assessments
- ☐ **Review** your assignments and evaluate whether revisions are needed to make them more resistant to generative AI or to incorporate generative AI collaboration. Which assignments are vulnerable to applications like ChatGPT, and which ones can stay as is?
- ☐ **Enroll** in FDC WAC LiAIsons' professional development offerings on Adapting Major Assignments to Reduce AI Reliance and Engaging AI Critically with Your Students for recommendations

Step Five: Update Your Syllabus
- ☐ **Update** your syllabus to clearly distinguish which kinds of AI or external editing tools are permitted, required, or prohibited. You can explore the FDC WAC LiAIsons Writing Your AI-Ready Syllabus Policies.
- ☐ **Include** your revised or new learning outcomes in your syllabus, if applicable.

Step Six: Prepare to Address Misuse
- ☐ **Develop** clear plans for addressing both (a) undisclosed use of AI/editing tools (potential academic integrity violations) and (b) disclosed but prohibited use (potential academic penalty, but not an integrity violation). Your syllabus will be a valuable resource to communicate those expectations and boundaries to students.
- ☐ **Address** and **discuss** your guidelines and expectations for generative AI usage with students on day one of class.

Step Seven: Seek Support and Resources
- ☐ **Engage** with your colleagues to exchange experiences and practices for incorporating or navigating generative AI.
- ☐ Stay **informed** about advancements and applications of generative AI technology.

Need Help?
Explore additional support resources offered by CSUF: FDC AI & IT AI.