Center for the Advancement of Teaching & Learning (CATL)
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 adaptions and set course expectations that address these tools.

Step One: Experiment with Generative AI
- ☐ **Experiment** with ChatGPT or a similar application by inputting your own assignment prompts and assessing its performance in completing your assignments. Consider using a de-identified email account when doing so.
- ☐ **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? If so, consider what that means about your responsibility to prepare students for using generative AI effectively and ethically.
- ☐ **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 teach them how to cite ChatGPT.
- ☐ **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?
- ☐ **Provide** an alternative for students who choose to opt-out of working with generative AI due to legitimate concerns regarding privacy and accessibility. This only applies if you choose to incorporate generative AI into an assignment.
- ☐ **View** this CATL blog post on strategies for creating "generative AI-resistant" assessments for recommendations that focus on avoiding generative AI usage and view this resource on what aspects ChatGPT struggles to do.

Step Five: Update Your Syllabus
- ☐ **Add** a syllabus statement outlining the guidelines you've determined pertaining to generative AI in your course. You can refer to our syllabus snippets for examples of ChatGPT-related syllabi statements.
- ☐ **Include** your revised or new learning outcomes in your syllabus.

Step Six: Prepare to Address Misuse
- ☐ **Develop** a plan for potential instances of suspected misuse. 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.

Want More Resources?
Visit the CATL blog, *The Cowbell,* for more resources related to Generative AI in higher education.