

Departmental AI Reflection and Planning Template

Purpose and Intended Outcome

This reflection and planning template is an *optional internal tool* designed to support departmental discussion about how artificial intelligence (AI) aligns with disciplinary learning goals, professional expectations, and student skill development. It is not a policy, does not establish course-level requirements, and does not override individual instructor judgment or university AI policy.

Departments may use this reflection, if helpful, to clarify shared perspectives on AI use within the discipline and to develop or refine a concise, student-facing departmental AI statement for syllabi or Canvas sites that works in conjunction with the university's AI policy and individual course-level expectations.

Department Information

- **Department:** _____
- **Date(s) of discussion or completion:** _____
- **Participants (optional):** _____

1. Disciplinary Learning Priorities

What learning outcomes are most central across the department's curriculum?

Consider outcomes such as:

- Disciplinary ways of thinking or reasoning
- Core skills students must practice independently
- Professional, clinical, creative, technical, and/or ethical competencies
- Expectations for graduates entering careers, certification, and/or graduate study

Departmental priorities:

- _____
 - _____
 - _____
 - _____
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2. Where Independent Student Work Is Essential

Identify areas where *independent student engagement* is especially important and where AI use may interfere with learning.

Examples might include:

- Foundational knowledge development
- Skill acquisition requiring repeated practice
- Interpretation or analysis of data, texts, performances, or scenarios
- Demonstration of judgment, problem-solving, or ethical reasoning

Key areas where AI use may need to be limited or prohibited:

- _____
- _____
- _____

3. Where AI May Productively Support Learning

Identify contexts where AI tools might *support learning without replacing it*, if used transparently and critically.

Examples might include:

- Brainstorming or early-stage idea generation
- Reviewing terminology or conceptual frameworks
- Assisting with organization or clarity of written work
- Supporting accessibility or alternate modes of engagement

Potentially appropriate AI-supported activities:

- _____
- _____
- _____

4. Variations Across Course Types or Levels

Consider whether expectations for AI use might reasonably differ across:

- Introductory vs. advanced courses
- Theory-based vs. applied or practice-based courses

- Labs, studios, clinicals, practica, internships, or field experiences
- Undergraduate vs. graduate programs

Notes on how expectations may vary:

- _____
- _____
- _____

5. Transparency and Learning Process

When AI use is permitted, how does the department want students to demonstrate their learning process?

Examples might include:

- Drafts or revision histories
- Reflective statements or process explanations
- Data logs, design notes, or decision rationales
- Oral or written explanations accompanying submitted work

Preferred or common approaches:

- _____
- _____

6. Common Challenges or Concerns Related to AI Use

Identify AI-related challenges that may be particularly relevant in the discipline. These considerations are intended to support anticipatory discussion, assignment design, and clearer communication with students—**not** to establish disciplinary consequences.

Departments may wish to consider:

- Common ways AI tools could be misused or over-relied upon in discipline-specific assignments
- Areas where AI use may obscure student understanding, reasoning, or skill development
- Risks related to fabricated, inaccurate, or misrepresented data, citations, or sources
- Tensions between AI use and professional, ethical, accreditation, or certification standards

- Situations where student intent may be unclear or difficult to interpret

Reflective prompt:

How might these challenges be addressed instructionally (e.g., through assignment design, emphasis on process, clearer expectations, or opportunities for revision)?

Departmental considerations:

- _____
 - _____
-

7. Alignment with the University AI Framework

How does the department generally interpret the university's **Red-, Yellow-, and Green-Light AI framework** in relation to its curriculum?

(This section is descriptive, not prescriptive.)

- Common Red-Light contexts may include: _____
- Common Yellow-Light contexts may include: _____
- Common Green-Light contexts may include: _____

8. Implications for Student-Facing Language

Based on this reflection, what shared ideas should students understand about AI use within this discipline?

These ideas may inform:

- A department-level syllabus or Canvas statement
- Program handbooks or orientation materials
- Advising or curricular conversations

Key messages for students (informal):

- _____
- _____

9. AI-Related Knowledge and Skills in the Discipline

This section is intended to help departments reflect on what AI-related knowledge or skills students should develop as part of their academic and professional preparation, and how those skills align with departmental learning goals.

Departments may consider the following questions:

- In this discipline or field, how is AI currently used in professional, clinical, research, creative, or organizational contexts?
- What AI-related skills or literacies should students reasonably be expected to develop before graduation?
- Which AI uses align with ethical, professional, accreditation, or certification expectations in the field?
- Where should students learn how AI supports decision-making, rather than replacing judgment or expertise?

Examples of AI-related skills or understandings relevant to this discipline may include:

- _____
- _____
- _____

Considerations for how these skills may be addressed in coursework: *(e.g., discussion, guided practice, critical evaluation, applied analysis, reflection—not automation of final products)*

- _____
- _____

Boundaries to emphasize for students preparing for professional or academic pathways:
(e.g., limits of AI use, ethical constraints, risks of over-reliance)

- _____
- _____

Closing Note

This reflection represents departmental thinking at a particular moment in time and is intended to support shared understanding and proactive discussion, rather than to establish uniform requirements or disciplinary consequences. Departments are encouraged to revisit this reflection periodically as technologies, disciplinary practices, and institutional guidance evolve.