

Course Artificial Intelligence (AI) Readiness Guide

This guide provides considerations for designing guidance on generative AI tools for the courses offered by the Faculty of Education at UBC. According to [UBC Senate Policy V-130](#), course instructors are required to provide a course syllabus to inform students about the requirements and expectations of the course. This course syllabus should also include AI guidelines that are specific to the course, linked to the section on [academic integrity](#), and communicated to students at the outset of the term so that they are aware of the parameters within which AI tools may or may not be used.

Guiding questions

What type of AI functionality/ features embedded in the tools would be allowed or disallowed? Is there a way to make this distinction?

Are students permitted to use AI tools for:

- grammar checking and sentence correction?
- writing fluency?
- learning the course material?
- brainstorming, idea generation?
- multimodal content such as creating images, videos or presentations?
- exam preparation?
- assignments? How and to what extent?

Do you consider the uploading/sharing of course materials (e.g., instructional videos) to AI tools a violation of copyright? If yes,

- Have you included a copyright statement about the use of course materials in the syllabus?
- Have you informed students not to upload course materials to AI tools?
- Are students permitted to upload course readings to AI tools?

When permitting the use of AI for assignments, how would you inform/educate/support students to use AI tools relevant to the course?

- Is it beneficial to design and include an [activity](#) to explore the use of AI tools in the context of your course, including ethical use, privacy, and safety?
- Have you included guidance on citing AI content?
- Have you included links to the AI section in [eLearning Student Help Resources?](#)
- Have you provided a collaboration space for students to share the tools they are using and their experiences?
- Have you shared credible and reliable sources such as Google Scholar, or other websites/ resources more relevant to the subject area with students to verify and check accuracy of AI generated information?

Do you require students to use an AI tool in the course? If yes,

- Have you reviewed UBC [Privacy Impact Assessments for Generative AI Instructional Use?](#)
- Have you provided guidance to students about how to sign up for AI tools potentially using a nickname?
- Have you included instructions on anonymizing personally identifying content?

How do you plan to communicate your AI course guidelines to students?

- Along with including guidance in the syllabus, would you also share it through a Canvas announcement?
- Have you created a space such as Canvas discussion for students to get clarification on AI use in the course?

