

Human capability and workforce relevance

What do people need to be able to do responsibly?

Access and confidence are useful beginnings. Competent judgment has to be demonstrated in context.

Recommended starting position

Connect preparation to the responsibilities people will carry. Give students and employees practice in framing tasks, checking evidence, handling information, recognizing limits and exercising human judgment. Assess capability through relevant work, with support matched to the role.

A generic orientation may not prepare an advisor to identify a harmful recommendation or an instructor to evaluate an AI-assisted assessment. Workforce preparation should involve employers and program expertise while protecting the institution's educational purpose.

What the evidence supports

Northcentral connects AI to curriculum and employer needs. North Shore includes development opportunities, and Purdue assigns training responsibilities. Our role-based demonstration approach develops those ideas into an implementation recommendation.

Establish these foundations

- Define the responsibility before selecting the training.
- Practice realistic situations, including errors and uncertainty.
- Require appropriate evidence of readiness for consequential responsibilities.

The choices to make locally

A common foundation

Consider this when: Everyone needs shared understanding of permissions, data handling and accountability.

Tradeoff: Keep it practical and accessible; completion alone does not establish readiness for specialist tasks.

Role-specific practice

Consider this when: The work involves distinct professional judgments or operational risks.

Tradeoff: Use realistic cases and qualified feedback; give staff time to participate.

Program-integrated learning

Consider this when: Students need AI-related capability as part of disciplinary and workforce preparation.

Tradeoff: Keep faculty ownership and assess transferable judgment alongside tool use.

Illustrative campus case

An employer wants graduates who can use AI.

An employer advisory group asks a technical program to add AI skills. The first idea is a short tool demonstration.

The program asks which tasks graduates must perform and which judgments they must retain.

1. Identify representative workplace tasks and the consequences of error.
2. Map the knowledge, independent performance and AI-supported work students need to demonstrate.
3. Design practice and assessment with faculty and employer input, including safety and ethical judgment.

What the team produces: A capability requirement linked to program outcomes and observable performance.

Who is responsible

Board and trustees: Ask what evidence shows that students and employees are prepared for the responsibilities AI creates.

Institutional leaders: Fund preparation, support and time to practice as part of adoption.

AI task force: Connect policy permissions to role-specific readiness and existing professional development.

Illustrative language to adapt

The institution must provide preparation appropriate to the AI responsibilities assigned to students and employees. Consequential uses require evidence that responsible personnel can evaluate outputs, apply safeguards and escalate concerns. Educational programs should address relevant human and AI-supported capabilities through appropriate learning and assessment.

Read alongside model policy sections 7, 10, 12. Reconcile local authority and requirements before adoption.

Evidence of implementation

- Role-specific capability expectations.
- Practice and feedback using relevant scenarios.
- Evidence of performance and a route for additional support.

Reconsider when: Update preparation when responsibilities, tools, professional expectations or observed failures change.

Supporting sources

[Northcentral Technical College / Artificial Intelligence](#)

[North Shore Community College / Artificial Intelligence Principles and Policies](#)

[Purdue University / Artificial Intelligence Use](#)