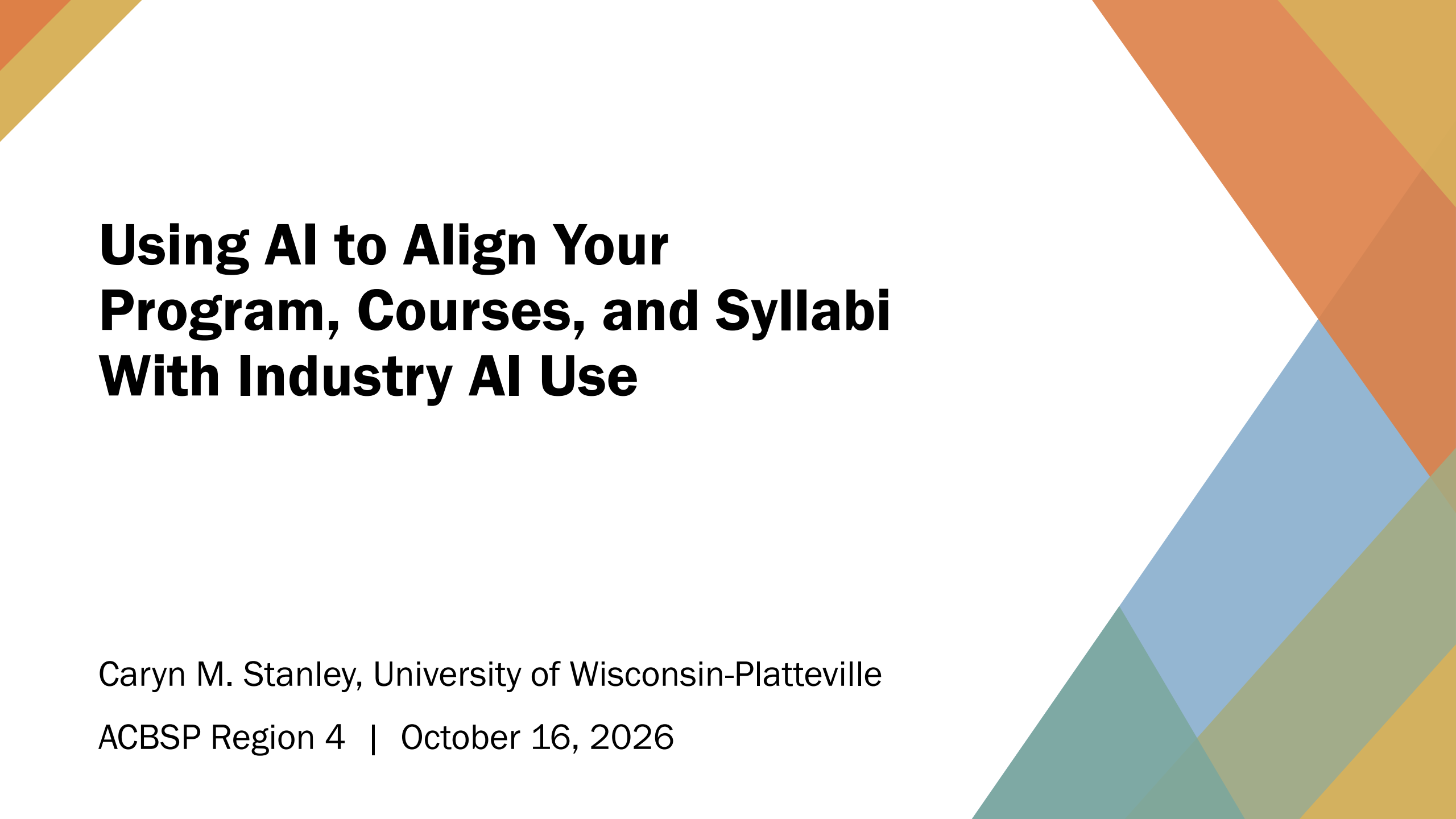
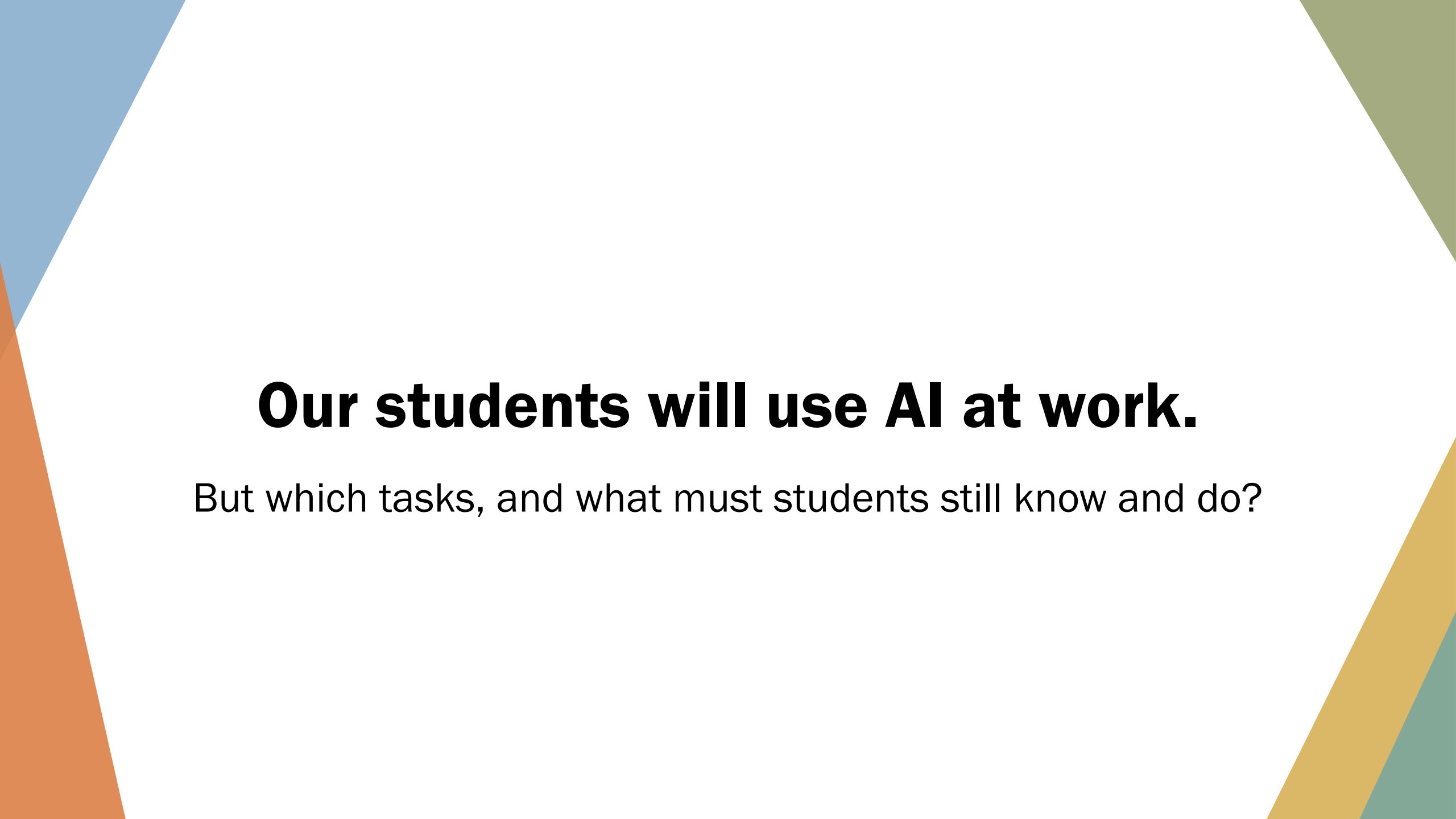




Using AI to Align Your Program, Courses, and Syllabi With Industry AI Use

Caryn M. Stanley, University of Wisconsin-Platteville

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Our students will use AI at work.

But which tasks, and what must students still know and do?

WHERE ARE YOU ON THE **AI** CONTINUUM?



**AI WILL
KILL US ALL**

I've seen the movies.

**I DON'T
TRUST IT**

But I did ask it
one thing.

**USEFUL.
STILL NEEDS
SUPERVISION.**

Like an intern
with Wi-Fi.

**AI IS MY
NEW COWORKER**

I've already given
it your tasks.

**AI CAN DO
NO WRONG**

All hail the
autocomplete.

Everyone says “AI.” Nobody says what.

Employers

More than a third of entry-level jobs require AI skills.

NACE, 2026

Graduating seniors

50.5% are not building AI skills.

NACE, 2026

Our advisory board

“Graduates need AI skills.” Which parts? They couldn't say.

UW-Platteville School of Business

“AI skills” is not specific enough to design curriculum.

The question I needed evidence to answer

What is AI doing now in each business field, and what does a graduate need to know or do because of it?

The result became two tools:

Program level: AI Field Scan

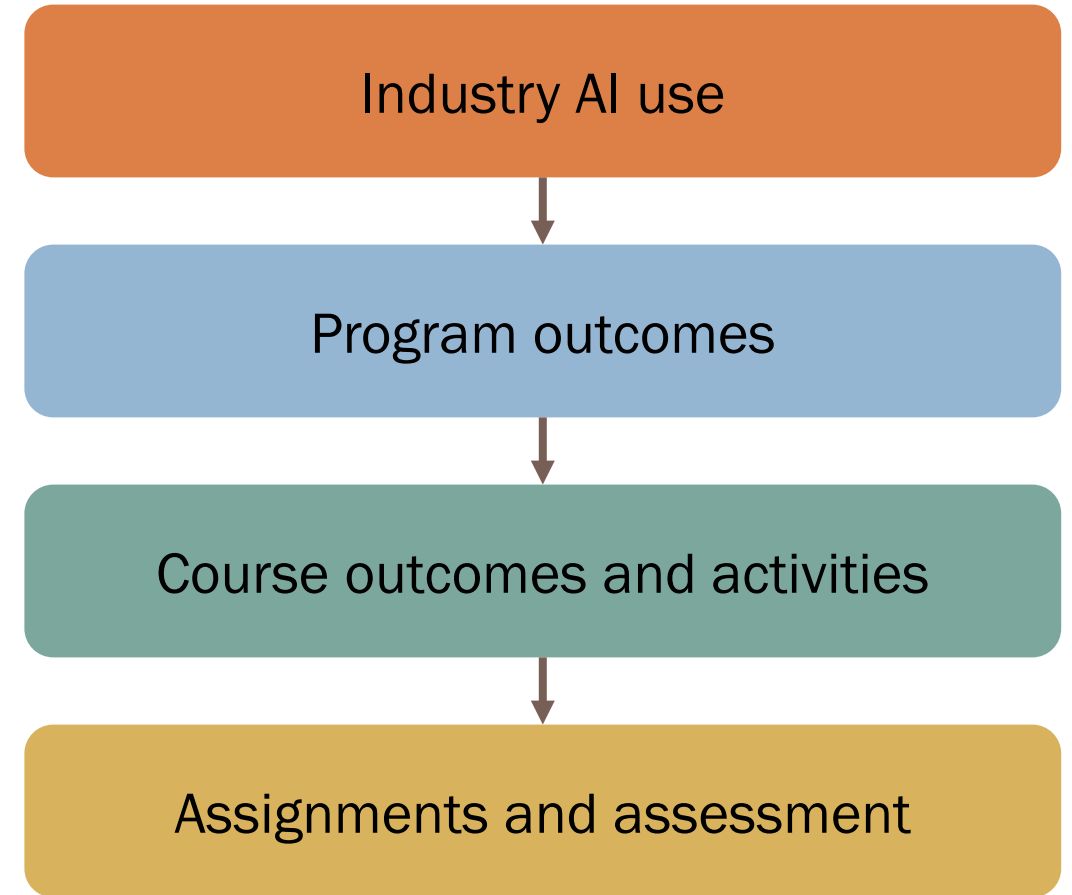
Course level: Syllabus Check

Alignment needs an external reference point.

Biggs aligns learning.

Harden maps it across the curriculum.

Industry evidence tells us what we are aligning toward.



One evidence base. Two ways to use it.

Verified workbook

42 use cases | 156 sources

AI Field Scan

Program view

What AI does in each discipline + what students need

Syllabus Check

Course view

What already aligns + up to three assignment ideas

Every output is a draft for human judgment.

The first dataset looked finished. It wasn't.

3 of 41

Only 3 use cases kept their reported numbers intact after source checking.
That did not make AI useless. It made verification part of the method.



Opening the source changed the answer.

AI said	Source check found
Warehouse robots cut labor costs 65%	Dead link; the manufacturer says 50–90%
Pew reported a 47% decline in clicks	Pew reported 8% and 15%; the 47% was the original author's own calculation
PCAOB AS 1105 is an “AI rule”	The notice explicitly says it does not address AI

None of these errors was visible from the AI answer alone.

AI does the legwork. A person makes the calls.

AI

Searches
Collects
Drafts

Automatic checks

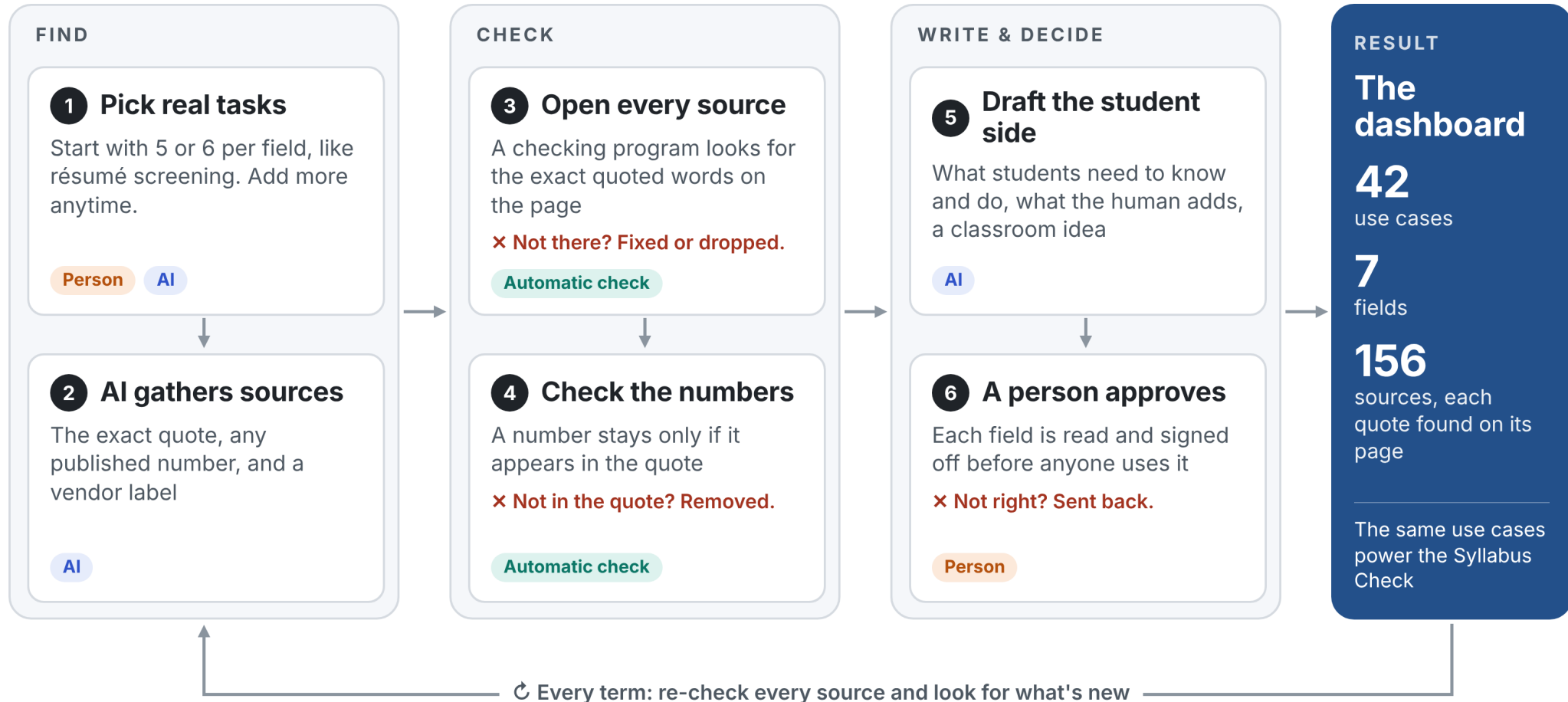
Find exact
quotes
Match numbers

Person

Sets inclusion rules
Judges evidence
Approves what gets
used

Nothing enters the curriculum on AI's word alone.

What “checked” means

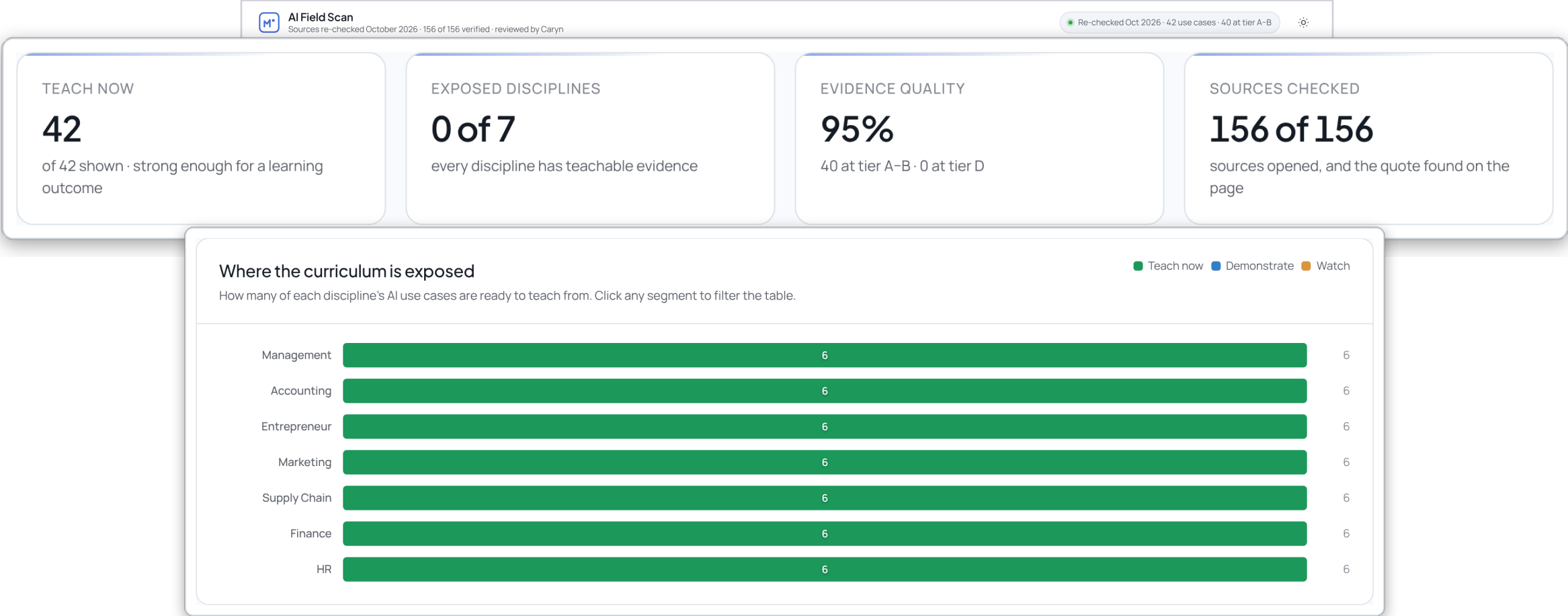


AI The AI assistant searches the web and drafts. Everything it finds gets checked.

Automatic check A checking program matches the exact words and numbers. Same answer every time, no AI judgment. **Easy kit:** you check by hand with Ctrl+F.

Person You decide what's included and approve each field before anyone uses it.

Now the program has an evidence-based starting point.



At UW-Platteville, it's one input to our assessment conversations, school-wide and in each functional area.

The question changes from “teach AI” to “teach what?”

Knowledge: adverse-impact analysis and the rules for AI hiring tools

Skill: write job-related criteria an AI ranking can be checked against

Ability: audit an AI-ranked shortlist by comparing selection rates across groups

AI Resume Screening & Candidate Matching UPDATED

AI ranks résumés against a job's requirements and, increasingly, runs first-round screening...

- K** Knowledge of adverse-impact analysis, including selection-rate comparisons and the four-fifths rule, and how bias audits of hiring tools are run and reported.
- K** Knowledge of how notice, bias-audit and disclosure duties for AI hiring tools differ by city and state, including where applicants live.
- S** Skill in writing job-related screening criteria that an AI ranking can be checked against.

+2 more in Details

+1 more in Details

One industry use case becomes teachable work.

Industry use

AI screens and ranks candidates.

What the human must add

Set valid criteria, make the hiring decision, test for bias and bad proxies.

Classroom application

Have students audit an AI-ranked applicant pool, revise the criteria, rerank, and explain what changed.

Example evidence includes a 2026 working paper; evidence type and limits remain visible in the Field Scan.

Every assignment, four moves

1

Use the AI.

2

Check it.

3

Improve it.

4

Prove what the
human added.

For students, and for us.

Now move from program alignment to one course.

Drop in a syllabus.

See what already aligns.

Get up to three assignment ideas tied to verified industry use.

Drafts for instructor judgment, not curriculum decisions made by AI.

Take the evidence base. Build the version that fits you.

Starter workbook

42 checked use cases | 156
sources

Dashboard starter
prompt

Turn the workbook into a
program view

Syllabus Check prompt

Apply the same evidence to one
course



carynstanley.com/acbsp-align



Use AI. Check it. Improve it. Prove what the human added.

That is the student skill.
It is also the curriculum-design process.

Questions?

stanleyca@uwplatt.edu | carynstanley.com/acbsp-align



References

- Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(3), 347–364.
- Harden, R. M. (2001). AMEE Guide No. 21: Curriculum mapping. *Medical Teacher*, 23(2), 123–137.
- National Association of Colleges and Employers. (2026). Ready or reluctant? Employer expectations for AI skills meet student skepticism.
- Dashboard sources: all 156, with links, on the website.

What you need to build this

Your AI setup needs to	Easy kit	Full version
Search the web and open pages	Yes	Yes
Read files you upload	Yes	Yes
Keep saved instructions	For the Syllabus Checker	Yes
Make a web page	Yes	Yes
Run code that reaches the internet	No: check by hand	Yes
Keep files with version history	No: the workbook is enough	Yes
Publish and share pages	Optional	Yes
Build a page that calls the AI	No: use the chat version	Optional
Run helpers in parallel	No	Optional
Run on a schedule	No	Optional