

Connecticut AI Alliance (CAIA)

AI Computing Access Program

Application Form: General Education Integration

Award Period: Summer 2026 – Fall 2026 | Total Track Allocation: ~\$150,000

Program Overview

The General Education Integration track supports faculty who want to introduce AI literacy, hands-on AI experimentation, or AI-augmented learning activities into courses that are not primarily AI or computer science courses. The goal is to broaden AI exposure across disciplines—from the humanities and social sciences to business, health sciences, education, engineering, and the arts—so that students across all majors develop foundational AI competencies.

Awards provide access to LLM API access (via Google Vertex AI) and/or lightweight GPU computing (via Google Colab) to enable activities such as interacting with large language models, exploring AI-generated content, building simple AI-powered tools, analyzing data with AI assistance, or critically evaluating AI outputs within a disciplinary context. No prior AI or programming expertise is required to apply.

Applications are evaluated by a peer-review committee of CAIA faculty, with particular attention to creative and meaningful integration of AI into non-CS disciplines.

Eligibility: Full-time or part-time faculty (including adjuncts and lecturers) at CAIA member institutions who are the instructor of record for a course scheduled in Summer or Fall 2026. Courses from **any discipline** are eligible—this track is specifically designed for non-CS/non-AI departments. Faculty in CS/AI departments may apply if the course primarily serves a general education or interdisciplinary audience. A current list of member institutions is available at ctaialliance.org.

Section 1: Instructor Information

1. Full Name

2. Email Address

Please use your institutional email.

3. CAIA Member Institution

Select your institution from the dropdown list.

4. Department / Program

5. Title / Rank

e.g., Professor, Associate Professor, Assistant Professor, Lecturer, Adjunct

6. Primary Discipline

Select the category that best describes your teaching area.

- ☐ Humanities (English, History, Philosophy, Languages, etc.)
 - ☐ Social Sciences (Psychology, Sociology, Political Science, Economics, etc.)
 - ☐ Business / Management / Accounting
 - ☐ Health Sciences / Nursing / Public Health
 - ☐ Education / Teacher Preparation
 - ☐ Natural Sciences (Biology, Chemistry, Physics, Environmental Science, etc.)
 - ☐ Engineering (non-CS)
 - ☐ Arts / Music / Design / Communications
 - ☐ Criminal Justice / Forensic Science / Legal Studies
 - ☐ Mathematics / Statistics
 - ☐ Other (please specify below)
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Section 2: Course Information

7. Course Title

8. Course Number

9. Course Level

- ☐ Introductory / 100-level (Gen Ed / First-Year)
- ☐ Intermediate / 200–300 level
- ☐ Upper division / 400 level
- ☐ Graduate

10. Does this course fulfill a general education requirement at your institution?

- ☐ Yes – please specify the requirement (e.g., quantitative reasoning, information literacy, critical thinking)

- ☐ No – but it serves a broad, non-major audience

11. When will this course be offered?

- ☐ Summer 2026
- ☐ Fall 2026
- ☐ Both Summer + Fall 2026 (separate sections)

12. Expected Enrollment per Section

13. Number of Sections Included in This Application

14. Course Description

Provide a brief overview of the course content and how it connects to the broader curriculum at your institution. (250 words max)

Section 3: AI Integration Plan

15. Describe how you plan to integrate AI into this course.

This is the most important section of your application. Explain the specific activities, assignments, or modules where students will interact with AI tools. Be concrete: what will students do, what will they produce, and how does this connect to the course's learning objectives? No technical jargon is necessary. (500 words max)

16. What type of AI integration are you proposing? (Select all that apply)

- ☐ AI Literacy Module – students learn what AI is, how it works, and its societal implications
- ☐ LLM Interaction – students use chatbots or language models for disciplinary tasks (e.g., writing feedback, Socratic dialogue, case analysis)
- ☐ AI-Assisted Analysis – students use AI tools to analyze data, text, images, or other domain-specific materials
- ☐ Critical Evaluation – students assess AI-generated outputs for accuracy, bias, ethics, or disciplinary rigor
- ☐ Creative AI – students explore AI-generated art, music, writing, or design as part of creative coursework
- ☐ AI-Powered Research – students use AI tools to assist with literature review, data gathering, or hypothesis generation
- ☐ Build a Simple AI Tool – students build a basic AI-powered application (e.g., no-code chatbot, classification tool)
- ☐ Ethical / Policy Debate – students engage with AI governance, regulation, or disciplinary ethics through AI case studies

- ☐ Other (please describe below)

17. How many class sessions or course hours will involve AI-related activities?

- ☐ 1–2 sessions (a focused AI module within a larger course)
☐ 3–5 sessions (a significant multi-week unit)
☐ 6+ sessions (AI integration throughout the semester)
☐ Ongoing / embedded throughout course activities

18. What is your level of prior experience with AI tools?

This question helps CAIA tailor onboarding support. It does not affect scoring.

- ☐ Extensive – I regularly use AI tools in teaching or research
☐ Moderate – I have experimented with AI tools (e.g., ChatGPT, Copilot) but haven't used them in a course
☐ Beginner – I have limited experience but am eager to learn
☐ None – I am new to AI tools and will need significant onboarding support

Section 4: Computing Resource Requirements

19. What type(s) of computing resources are you requesting? (Select all that apply)

- ☐ LLM API Access – Google Vertex AI (most common for this track)
☐ GPU Computing – Google Colab (for lightweight model experimentation or data analysis)
☐ Not sure – I would like guidance from CAIA on the best fit for my course

20. If requesting LLM API access, how will students interact with the models?

- ☐ Through a CAIA-provided web interface or chatbot (no coding required)
☐ Through Jupyter/Colab notebooks with guided prompts
☐ Through a custom application built by the instructor or TA
☐ Directly via API (students will write code)
☐ Not sure – I would like guidance

CAIA can provide no-code and low-code interfaces for courses that do not involve programming.

21. If requesting LLM API access, specify:

a. Which models do you anticipate using?

e.g., Gemini Pro, Gemini Ultra. If unsure, write "Recommend for my use case."

b. Estimated usage per student

e.g., ~10,000 tokens per student per assignment, or ~5 sessions of chatbot interaction per student. Rough estimates are fine.

22. If requesting Colab GPU access, describe the intended use.

e.g., running a pre-trained image classifier on student-collected data, fine-tuning a small model, exploring neural style transfer. Leave blank if not applicable.

23. Estimated total cloud credit budget requested.

Provide your best estimate in USD. Awards for this track are typically in the range of \$200–\$3,000 per course section. If you are unsure, describe your intended usage above and write “Request CAIA guidance” here.

Section 5: Learning Outcomes & Broader Impact

24. What AI-related learning outcomes will students achieve? (Select all that apply)

- ☐ Understand what AI and large language models are at a conceptual level
- ☐ Critically evaluate AI-generated content for accuracy, bias, and limitations
- ☐ Use AI tools effectively and responsibly in a disciplinary context
- ☐ Articulate ethical, social, and policy implications of AI in their field
- ☐ Recognize how AI is transforming their discipline or profession
- ☐ Produce work that demonstrates meaningful engagement with AI tools
- ☐ Develop basic technical fluency (e.g., prompt engineering, data interaction)
- ☐ Other (please specify below)

25. How does this AI integration align with your institution’s general education goals or strategic priorities?
e.g., digital literacy requirements, AI-across-the-curriculum initiatives, workforce readiness goals. (200 words max)

26. Will course materials or the AI module be shareable with other faculty or institutions? (Select all that apply)

- ☐ Yes – I will contribute my AI module/assignments to CAIA’s shared resource library
- ☐ Yes – I am willing to present my approach at a CAIA workshop or faculty development event
- ☐ Yes – the module is designed to be adaptable across disciplines
- ☐ Possibly – after refinement based on the first offering
- ☐ No – materials are specific to my course and context

27. How will you assess whether the AI integration improved student engagement or learning?
e.g., student surveys, reflection essays, assignment quality comparison, course evaluations. (150 words max)

Section 6: Support & Faculty Development Needs

28. What support would be most helpful for you in implementing AI in your course? (Select all that apply)

- ☐ One-on-one onboarding session with CAIA technical staff
- ☐ Faculty workshop on AI tools for non-CS instructors
- ☐ Sample assignments or module templates for my discipline
- ☐ A TA or student assistant trained in AI tools to support my course
- ☐ Technical documentation / quick-start guides for Vertex AI or Colab
- ☐ A peer mentor (another faculty member who has integrated AI in a similar course)
- ☐ Guest lecture from an AI researcher for one class session
- ☐ No additional support needed

29. Would you be willing to participate in a CAIA community of practice for faculty integrating AI into general education?

This is a voluntary peer group that meets periodically to share experiences, materials, and lessons learned.

- ☐ Yes – very interested
- ☐ Maybe – depending on time commitment
- ☐ No – not at this time

Section 7: Responsible Use & Academic Integrity

30. How will you address academic integrity concerns related to AI use in your course?

e.g., AI use policy in syllabus, clear guidelines on permitted vs. prohibited AI assistance, reflection or process documentation requirements. (200 words max)

31. How will you help students think critically about the ethical dimensions of AI in your discipline?

e.g., discussing bias in AI-generated legal analysis, evaluating AI accuracy in health information, debating AI's role in creative authorship. (200 words max)

32. Will students work with any sensitive or real-world data in AI-related activities?

- ☐ No – only synthetic, public, or curated academic datasets
- ☐ Yes – please describe the data type and any safeguards in place

Section 8: Prior Experience

33. Have you previously integrated AI tools into any of your courses?

☐ Yes – please briefly describe the course, tools used, and outcomes

☐ No – this would be my first time

34. Have you previously received computing resources through CAIA or a similar program?

☐ Yes

☐ No

If yes, briefly describe the prior award and how it was used.

Section 9: Applicant Certification

By submitting this application, I certify that:

- I am a faculty member at a CAIA member institution and the instructor of record for the course(s) listed in this application.
- The information provided is accurate and complete to the best of my knowledge.
- Computing resources will be used exclusively for the educational activities described in this application.
- I will ensure all students are informed about responsible AI use and agree to CAIA's Acceptable Use Policy before accessing resources.
- I will submit a brief end-of-semester reflection report summarizing how AI was integrated, student feedback, and lessons learned.
- I will acknowledge CAIA and the Connecticut Office of Higher Education (OHE) in course materials where computing resources are provided.
- Awarded credits must be used within the Summer 2026 – Fall 2026 period and are non-transferable.

35. Electronic Signature (Full Name)

36. Date

Appendix: Review Criteria

Applications will be evaluated by a peer-review committee using the following criteria. Reviewers are instructed to evaluate proposals based on the quality of the AI integration plan rather than the applicant's technical AI expertise.

Criterion	Weight	Max Points
Quality & Creativity of AI Integration Plan	30%	30
Alignment with Course Learning Objectives	20%	20
Student Learning Outcomes & AI Literacy Impact	20%	20
Responsible Use & Academic Integrity Planning	10%	10
Shareability & Adaptability of Materials	10%	10
Disciplinary Breadth (underrepresented fields prioritized)	5%	5
Cross-Institutional Applicability (bonus)	5%	5
Total	100%	100

Questions? Contact the CAIA Program Office at caia@newhaven.edu
ctaialliance.org