

General Guidance to Help Disciplines Navigate AI Use

(as based on Academic Senator recommendations during meetings on [09/17/2025](#), [10/01/2025](#), and [11/05/2025](#))

At the September 17th meeting:

Senators discussed the following: expressed concern about students not developing critical thinking skills due to overutilization of AI; to consider how AI could potentially hinder student learning; discouraged the changing of Course Outlines of Record (CORs) to include AI as this would require the changing of the CORs for all available courses; and recommended integration of AI should be discipline-based and not generalized. Senators further suggested the following recommendations for curriculum needs related to Generative AI:

- New assessment tools
- Process focused learning and collaborative learning methods for humans and AI
- Ethics/ethical guidelines across all disciplines: cultivate an understanding of the ethical implications of AI, including issues of privacy, bias, and academic integrity
- AI literacy/ General Education AI course
- Discipline-specific AI courses
- Critical thinking and evaluation: develop student's ability to assess the quality, biases and accuracy of AI generated material.
- How to utilize AI as a tool, and fact check the information it provides
- AI's limitations
- Prompt engineering, outposts/replies to seek and discard
- Engineering 10 or HLC51: How AI is implemented in specific industries and continuously shifting

Senators also suggested these related topics during the discussion on GenAI-related professional development needs:

- Digital literacy and AI competency
 - Will allow Senate to understand AI's capabilities and limitations as well as appropriate and responsible usage patterns
 - Will assist faculty in enhancing student's critical thinking skills and promote integrity in coursework
- AI's impact on specific disciplines worldwide
 - How AI's implementation into software is affecting productive and consumer consumption when applicable
- Academic Integrity and Ethics
 - For faculty: Provide clear guidelines on when and how AI is to be utilized for academic work, including proper attribution and disclosure requirements.
 - For students: provide an understanding of AI being utilized as a research tool, highlight inappropriate shortcuts; provide a broad view of ethical implications within AI, such as bias towards certain demographics, societal impact of the adoption of AI, and AI's damaging impact on climate change.
- AI in the Classroom
 - How to instruct students
 - Creating assignments that discourage cheating
 - Provide students the opportunity to utilize AI appropriately

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During the October 1st discussion:

Senators raised questions and concerns along the following lines: Who would be financially responsible for AI tools and trainings? How will recommendations be forwarded if passed as an action item? Rapid shifts in relevancy in computer science and engineering will have a direct effect on curriculum and how GenAI topics are recommended. The importance of AI literacy within career education. Suggestions included establishing a one-or two-unit general course on AI that is discipline specific; that departments develop courses that align with their discipline or include aspects of GenAI in CORs; that the curriculum committee should determine if AI curriculum should be developed and placed within CORs; that the GenAI Task Force and the Faculty Professional Development Committee should be called upon to address concerns raised; and the need to remain up to date with ongoing changes in GenAI technology.

At the November 5th meeting, these additions were also made:

- Mental and psychological effects of AI use, especially on students
- Request to frame the suggestions as general guidance to help disciplines navigate AI use (see updated title of document)
- AI effect on students