



Faculty Senate

Faculty Senate Generative AI Committee Draft Guidelines on the Use of Generative AI in Curriculum

Executive Summary: Artificial Intelligence (AI) has evolved from systems that follow fixed rules to models that identify patterns and make inferences from vast amounts of data. What distinguishes Generative AI (GAI) is its ability to analyze statistical patterns in large datasets and use those patterns to generate novel text, images, or other outputs that can appear original, though without human understanding, intention, or consciousness. Since the release of ChatGPT in November 2022, the fast pace of development and public acceptance of Large Language Models (LLMs) and associated technologies have presented challenges and opportunities that deeply impact education and research. The LSU A&M Faculty Senate Generative AI Committee (FSGAI) has been charged with proposing guidelines to aid the Faculty Senate in drafting the policies on the use of GAI in the classroom and research setting of LSU. To help guide deployment of GAI at LSU, the committee reviewed policies and guidelines from many academic institutions. These draft guidelines provide initial guidance on GAI policies to help faculty and students in the LSU community. They also offer direction on the responsible and ethical use of GAI tools, including LSU's proprietary GAI assistant, MikeGPT, by the LSU community. While using GAI tools can enhance efficiency, creativity, and decision-making, their usage must align with the university's core missions, academic integrity, intellectual property protection, data governance, security and privacy standards, ethical usage, and accountability expectations. These guidelines discuss ways to equip faculty and students to operate effectively with emerging GAI to keep LSU competitive in its academic mission. These guidelines aim to offer guidance and provide resources to the LSU community on how to *critically engage* with GAI, allowing its safe, ethical, and effective use at LSU while providing faculty the freedom to set course policies that fit best with their curricula.

These guidelines reflect the state of GAI in Fall 2025, recognizing that it is a rapidly evolving technology. Where applicable, the guidelines are informed by the Board of Regents and are supplemented by policies and guidelines developed by LSU ITS, in particular PS-121-ST4, LSU Libraries, and the Office of Student Advocacy and Accountability. None of these guidelines are intended to override or circumvent any of the LSU policies or standards.¹

¹ These guidelines were prepared after analyzing dozens of other guidelines from different institutions. Particular contents were adapted in part from Boston University AI Task Force. *Report on Generative AI in Education and Research*. Boston University, 5 Apr. 2024, <https://www.bu.edu/hic/files/2024/04/BU-AI-Task-Force-Report.pdf>.

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Scope

These guidelines seek to balance the potential benefits of responsible GAI use in teaching and learning with the risks. An orientation of “critical engagement” encourages responsible use for tasks at which GAI excels (*e.g.*, adapting tone or summarizing) and for which users can easily verify outputs. At the same time, critical engagement discourages GAI use on tasks for which GAI is not designed or for which users cannot easily verify outputs (*e.g.*, retrieval of information or making judgments based on experience). To that end, this document aims to address the scope of ethical and responsible GAI usage in curriculum from the perspectives of teacher and student responsibility, accountability, academic integrity, and impacts on the educational mission of the university.

To foster an intellectually rigorous environment, these guidelines recommend the same minimum standards for students and faculty.

1 Context

1.1 GAI Expectations

What should be expected from GAI:

- Natural language processing: GAI can understand and respond to written or spoken prompts.
- Information synthesis: GAI can combine data from various sources to generate information.
- Problem-solving: GAI can generate solutions to specific questions and scenarios.
- Personalization: GAI can be customized to adopt different personalities to converse with humans.
- Image, video, audio generation: GAI can create images, audio, and video using text, images, and other sources, as well as edit existing ones.
- Programming (code): GAI can review, modify, and generate code snippets or entire programs based on a description in plain language.
- Executing tasks (agents): GAI can autonomously and proactively perform multistep action including but not limited to plan, act, collaborate, and even self-refine.
- Rapid evolution: GAI is evolving fast with new versions and newer or more advanced capabilities being released to the public constantly.
- Can surpass human capabilities in certain aspects.

What should *not* be expected from GAI:

- **Accuracy:** GAI can be prone to hallucinations: incorrect or misleading statements, information, and images. It should not be expected to fact-check itself.
- **Originality:** While GAI can remix existing information, it lacks human creativity and imagination.
- **Objectivity:** GAI inherits and may intensify human biases present in training data that guide its outputs.
- **Judgment:** GAI should not be expected to reason or apply critical thinking skills like humans can.
- **Common sense:** GAI lacks the real-world understanding and context that humans accumulate.
- **Emotion:** Despite conversing and seeming to engage naturally, GAI does not experience feelings, compassion, or emotions.

1.2 Some Concerns about GAI

- **Societal Concerns:** Issues such as potential job displacement and ethical implications need to be acknowledged and addressed in the university setting. Faculty should be prepared to discuss copyright and intellectual property policies and regulations with students when integrating the use of GAI.
- **Plagiarism:** A primary concern about GAI tools in academia is the blurred line between student-generated and GAI content. Plagiarism takes a new form with GAI, where the originality of ideas and expressions can be challenging to ascertain.
- **Misinformation:** GAI tools can sometimes generate plausible but factually incorrect information, posing a risk of misinformation.
- **Over-reliance:** Over-reliance on GAI tools might impede the development of critical thinking and originality among students and may lead to poor-quality and factually inaccurate student artifacts.
- **Learning Hindrance:** There are growing concerns that the use of GAI can do significant harm to training and learning by reducing the productive struggle required when students produce work for classes. Any tool that reduces the productive struggle required for learning poses a potential threat to education.
- **Bias:** Because GAI's training data is replete with bias related to race, gender, culture, and geography, its outputs replicate and sometimes amplify those biases, potentially reinforcing stereotypes and exclusions.
- **Non-consensual Data Extraction:** Many GAI models have been trained on the uncompensated intellectual labor of authors working in academia and no credit is given for these works.

- **Environmental issues:** GAI models consume massive amounts of energy and water, contributing to carbon emissions and straining environmental resources.
- **Accessibility:** Access to advanced GAI tools often requires paid subscriptions, which may create or reinforce inequalities.
- **User data privacy:** User data, potentially including private and confidential data, may be used to fine-tune GAI models

1.3 Potential Benefits of the Use of GAI

- **Increasing Productivity:** GAI can assist students and professionals with moving more quickly through the different stages of their work by speeding up certain processes, thus enhancing efficiency and decision-making.
- **Broadening Options:** By offering suggestions or multiple stylistic variations, GAI can expand creative horizons.
- **Adapting to Industry Standards:** GAI tools can help users align their work with technical norms, such as architectural codes or legal writing conventions, making it easier to meet professional requirements.
- **Text Analysis:** GAI can be used to review texts or analyze different sources to evaluate consistency, connections, and potential contradictions.
- **Synthesis and Problem-solving:** GAI can combine data from various sources to compile information and provide solutions to specific questions and scenarios.
- **Enhancing Teaching and Learning:** GAI can offer opportunities for personalized learning experiences, exposing students to a wide array of styles and techniques.

These advantages could play specific roles depending on when they are used:

- **During the beginning or ideation process:** GAI can help generate initial ideas, suggest themes, or offer new directions, acting as a catalyst for starting a project or exploring multiple conceptual paths.
- **During the development or iteration process:** GAI can assist in producing multiple drafts, variations, or prototypes, allowing for exploration and testing of different options.
- **During the refinement or conclusion process:** GAI can support fine-tuning by checking for consistency, enhancing clarity, assisting with visualizations, or optimizing the final product.

2 Guidelines for Students

2.1 Obligations around GAI:

- Check and follow the specifics about the use of GAI in the syllabus of each course.
- If GAI is used, include a note explaining the use of GAI. Verify the accuracy, legitimacy, and appropriateness of GAI-generated content. The final accountability rests with the student when using any GAI tool.
- Comply with university policies including IT and data governance.
- Seek guidance from the course instructor when unsure about appropriate GAI use.

2.2 Students are encouraged to:

- Attend GAI literacy workshops, lectures, and other training events approved by LSU.
- Stay updated with GAI developments.
- Discuss any GAI use with faculty explicitly.

2.3 Permitted Use of GAI

Any use of GAI is only acceptable if clearly established by the course instructor. Some examples of potentially acceptable uses of GAI include:

- Brainstorm ideas such as topics lists, titles, and starting points.
- Summarize content.
- Draft outlines or templates.
- Explain content.
- Proofread and editing, including grammar, clarity, and style suggestions.
- Translation.
- Build skills using practice questions or activities and role-plays.

2.4 Prohibited or Restricted Use of GAI

- Input, handle, or manage private and confidential information.
- Violate intellectual property rights.
- Replace personal judgment in decision-making.
- Use GAI for any malicious activity, unauthorized data access, and/or surveillance and monitoring.
- Misrepresent GAI-generated content as original work without disclosure.

3 Guidelines for Faculty Members

3.1 Faculty Member Responsibilities:

Any use of GAI must comply with Federal, State, and Local laws, and LSU policies. Additionally:

- Faculty members must acknowledge the use of GAI whenever it is used for the generation of any content.
- Given the fast pace of GAI evolution and its potential impacts in all fields, faculty members are strongly encouraged to understand how GAI tools work in a general sense and for discipline-specific purposes: their strengths and weaknesses, their value for student learning, and their ability to enhance pedagogy.
- Faculty members should develop grading policies that prioritize the correctness of the work along with the understanding of GAI processes depending on how extensive the usage is, while rewarding creativity, critical nuance, and the correction of inaccuracies or superficial interpretations in response to suggestions made by GAI tools.
- Faculty members are strongly encouraged to develop methods to assess student mastery of material and their independent thought processes even when GAI tools are used.
- Faculty members are obligated to include in each syllabus precise information on whether and how GAI can be used. Faculty members must verify the accuracy and propriety of GAI-generated content. Final accountability rests with the instructor when using any GAI tool.
- Faculty members should ensure that any GAI usage complies with university policies including IT and data governance.
- Faculty members are strongly encouraged to attend GAI literacy and data privacy workshops, lectures, and other training courses approved by LSU.
- Faculty members must seek institutional guidance when unsure about appropriate GAI.
- Faculty members permitting GAI usage in their courses must supervise GAI usage and provide feedback on effective and ethical use.

3.2 Permitted Use of GAI

Any use of GAI is only acceptable if clearly permitted within the context, which may be restricted by external institutions, publishers, funding agencies, among others. Some examples of potentially acceptable uses of GAI include:

- Assist in the design of tests, rubrics, and assignments.
- Brainstorm ideas for initiatives, programming, planning, editing, or rephrasing existing content.
- Summarize meeting notes, reports, or articles.

- Generate templates and outlines.
- Draft content such as text, images, or mind maps.
- Translation.

3.3 Prohibited Use of GAI

- Assign grades for student work.
- Input, handle, or manage private or confidential data.
- Replace professional judgment or decision-making in developing teaching materials or reports. Teaching materials include but are not limited to tests, rubrics, assignments, or course content.
- Perform any malicious activity, unauthorized data access, and surveillance and monitoring.
- Misrepresent GAI-generated content as original work.

3.4 Sample GAI Syllabus Language for LSU Faculty

To uphold academic integrity and respect faculty autonomy in the context of the increasing use of GAI tools, the following syllabus statement options have been developed for faculty members across LSU's colleges and schools.

- Option 1: Prohibited – No Use of GAI
- Option 2: Permitted with Full Disclosure and Reflection
- Option 3: Permitted with Specific Limitations

Faculty members are encouraged to use or build on the following statement templates as applicable to their course objectives and expectations.

3.4.1 Option 1: Prohibited - No Use of Generative AI

Statement A: Use of Generative Artificial Intelligence (GAI) is strictly prohibited in this course. All submitted work must be entirely your own. The use of tools such as ChatGPT, Gemini, Claude, Copilot, or any other GAI for writing, editing, summarizing, or analyzing is not permitted. Any violation will be treated as academic misconduct and may result in penalties, including assignment failure, course failure, or disciplinary action. Students are expected to understand what constitutes GAI use — Lack of awareness is not a valid justification.

Statement B: This course assumes that the work of the student is created by the student, whether individually or in a collaborative effort as a group. As outlined in the course objectives, this course aims to foster skills that will prepare you for your future career. Therefore, the use of Generative Artificial Intelligence (GAI) to create submissions of work is not permitted, and its use in this course will be considered academic dishonesty.

Statement C: All assignments for this course must be completed independently by the student unless explicit permission is granted by the instructor. The use of Generative Artificial Intelligence (GAI) tools is strictly prohibited. Any violation of this policy will be considered academic dishonesty and will be addressed in accordance with the appropriate protocols.

3.4.2 Option 2: Permitted with Full Disclosure and Reflection

Statement A: Use of Generative Artificial Intelligence (GAI) is permitted on this course with full disclosure and reflection. Students who use GAI tools must:

- Identify the specific tool(s) used.
- Describe how and why the tool was used.
- Reflect on whether it was helpful or limited.
- Suggest how GAI may support learning or creativity in academic settings.

This reflection must be submitted along with the assignment in a clearly marked section (e.g., at the end of the document or in an appendix). Failure to disclose GAI use will be treated as academic dishonesty.

Students must verify the accuracy of all GAI-generated content. These tools are not infallible and can provide incorrect or biased information. Students remain fully responsible for the accuracy and originality of their work.

Statement B: Use of Generative Artificial Intelligence (GAI) in this course is encouraged. For written assignments, students must disclose which tool(s) were used, how they were utilized, and the rationale behind their use. For oral assignments, students should provide a brief overview of the same details. AI tools may be used to revise assignments, with any content generated by AI clearly indicated through the use of colored font.

3.4.3 Option 3: Permitted with Specific Limitations

Statement A: Use of Generative Artificial Intelligence (GAI) is allowed on this course with the following restrictions:

- Permitted for: brainstorming, grammar edits, topic exploration.
- Prohibited for: writing essays, solving graded problems, and summarizing assigned readings.

All GAI use must be disclosed at the end of the assignment with a note such as: "Used ChatGPT to brainstorm topic ideas." Note: GAI tools can produce inaccurate or biased information. Students should critically review and verify all content generated using these tools. Students remain fully responsible for the accuracy and originality of their work.

Statement B: Students may use Generative Artificial Intelligence (GAI) for brainstorming, preparation, text editing, and other uses as outlined by the instructor. However, all content

generated through these tools must be created by the student. It is the student's responsibility to verify the accuracy and truthfulness of any source utilized by AI. This course is designed to develop students' critical thinking, writing, and research skills. While AI can be a helpful tool, improper use may hinder academic growth and success.

Additional Note for Options 2 and 3: Be mindful that all uses of Generative Artificial Intelligence (GAI) must comply with LSU's policies.

Instructor Guidance: These templates are designed for integration into your course syllabus, specifically within the "Academic Integrity" or "Technology Use" sections. For full syllabi samples tailored to your college (e.g., College of Humanities & Social Sciences, College of Engineering, etc.), contact the Office of Academic Affairs or your college's curriculum coordinator.

Document prepared by LSU A&M FSGAI committee. Version 10/28/2025.