**Guidelines and Framework for Using Generative Artificial Intelligence (Gen AI) at Evergreen Valley College**

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## **Introduction**

The rapid advancement of Generative AI tools, such as ChatGPT, Claude, Co-Pilot, Grammarly Go, Gemini, Dall-E, Midjourney, Firefly and others, have transformed the educational landscape, creating both challenges and opportunities for teaching and learning. At Evergreen Valley College (EVC), we value academic integrity while also recognizing the increasing prevalence of AI tools in education and the workplace. This document provides a framework for the ethical, equitable, and innovative use of AI in teaching, learning, and administrative practices. Its goal is to promote responsible AI use that upholds academic integrity, supports student success, and reflects EVC’s mission and values.

## **Guiding Principles for AI Policy Developmen**t

1. Ethical considerations
Our approach to AI must be firmly grounded in our college’s core values with emphasis on equity and access for all students. AI policies should be transparent, accountable, inclusive and easily accessible in both their design and implementation. Because AI algorithms have the potential to reinforce existing biases or generate new forms of discrimination, they must be regularly assessed through an equity-centered lens. Protecting personal data and privacy rights is essential, and clear safeguards must be in place for all AI applications used within our college.
	* Accessibility and Equity: We must ensure that AI tools used are accessible to all students and do not rely on paid versions for course success.
2. Legal and Compliance Obligations
AI implementations at our institution, like all other technology tools, must comply with applicable laws and regulations related to educational technology, data privacy, and digital accessibility. When student data is collected or used for AI purposes, informed consent must be obtained through clear, transparent communication about how the data will be used, along with simple opt-out options. Our policies must also align with FERPA, ensuring that data collection is limited strictly to what is necessary for legitimate educational purposes.
	* Privacy: To safeguard individual privacy, data should be anonymized.
3. Environmental Responsibility
AI systems can require significant computational resources, which contribute to energy consumption and carbon emissions. As AI systems grow more powerful and widespread, their energy consumption and carbon footprint pose significant sustainability challenges. As part of our commitment to sustainability, we encourage the mindful use of AI tools and support the selection of platforms and practices that encourage the use of renewable energy sources for computational infrastructure to minimize environmental impact.
4. AI’s limitation and Risks
AI’s do not really understand complex natural and social systems. They are unable to discern context and cannot “feel” empathy. Because they make use of “big data”, they can return information that is biased, inaccurate, and worse. They sometimes “hallucinate” and provide results that are incorrect. Accordingly, faculty and their students must learn to critically evaluate AI-generated content.
5. Transparency and Communications
Transparent communication about AI tools and policies—their purpose, use, and impact on teaching and learning—must be central to our institutional approach. Students should be informed about the use of these tools and how the information will be utilized. For example, “The college will use AI detectors such as Turnitin or Copyleaks to monitor academic integrity.” Faculty are encouraged to design assessments and learning experiences that use AI meaningfully and foster digital literacy. AI tools should support—not replace —critical thinking, academic honesty, and authentic student work.
6. Student Accountability
Students may not approach issues like academic integrity, source acknowledgment, or copyright with the same perspective as faculty. It's important to engage them in conversations about responsible use of information, the value of learning, and ethical practices. At the same time, a growing number of educators recognize that graduates who lack the skills to think critically, write effectively, and collaborate with AI tools may face significant disadvantages in the workforce. Thus, we need to think about equity outcomes beyond our classrooms – in preparing students for the workplace. Still, students are ultimately responsible for the work they submit, which must reflect their understanding, learning and effort.
7. Mental Health considerations
False accusations of cheating due to errors from AI detectors can have a negative impact on a student’s mental health. Remember, if a student denies that they used an AI, it may be impossible to prove them wrong. On the other hand, if the student admits to using AI, you might view this as a teachable moment and explain how to use AI in a responsible and ethical way. In the long run, we will have to revise our assignments, tests, and projects. For example, easily automated assignments and multiple-choice tests will need to be replaced with more human-centered approaches or content.
8. Ongoing Education and Training
Faculty, students and staff need training in the use of AI – their capabilities, limitations and ethical and pedagogical impact, as well as in the importance of academic integrity. Continuous professional development opportunities should be provided and an AI community of practice (CoP) established to review these guidelines regularly and incorporate best practices so we can all adapt to developments in AI and their impact on teaching and learning.
	* Establish AI CoP: To explore the latest in artificial intelligence (AI) tools, pedagogies, and ethical considerations in higher education and work with like-minded colleagues in a judgement free space to develop best practices in using AI and craft guidance on creating AI-resistant assessments.

## **Permissible Uses of AI**

When is the use of AI allowed or prohibited? Why? Explain how AI could either enhance or hinder learning in your courses. If AI is permitted, should students include the prompts they used as part of their assignment submissions? For instance, students may be allowed to use AI tools to help them understand concepts or find additional resources. However, using generative AI to complete assignments, projects, or any coursework submitted for grading is strictly forbidden. Additionally, when AI is used, it must be properly credited by specifying the tool used and the extent of its involvement.

As you develop your expectations, consider these questions:

* How will you, as an instructor, use AI in your teaching?
* How do you expect students to use AI? Or how do you expect them to avoid it?
* Where can you clearly communicate these expectations to students throughout the course?
* How does your policy align with the campus's existing academic integrity guidelines, and where will you ensure students understand that connection?

## **AI in Classrooms: Policy Options**

Faculty may adopt/adapt one of the following approaches to AI use in their courses, with clear communication about expectations in their syllabi.

### Open Approach

Generative AI tools are permitted in this course as you determine appropriate, with the following requirements:

* All AI use must be documented through proper citation
* You must keep chat histories and submit them when requested
* You are accountable for the accuracy and appropriateness of all content
* Be aware that AI tools can generate biased, inaccurate, or fabricated information

### Conditional Approach

AI tools may be used in specific contexts with clear limitations:

* Specific assignments may allow AI use while others prohibit it.
* When AI use is permitted, all prompts and outputs must be documented
* AI should be used as a learning aid, not as a replacement for your original work
* You are responsible for all content submitted, regardless of origin.

### Restricted Approach

The use of AI tools is limited to specific circumstances:

* AI use is prohibited except when explicitly permitted for designated assignments
* When allowed, AI use must be properly documented with prompts and responses
* Unauthorized AI use will be considered a violation of academic integrity
* Alternative resources and support will be provided to ensure equitable access

### Closed Approach

The use of AI tools is not permitted in this course:

* All work must be completed without assistance from AI tools
* Grammar, composition, vocabulary, and critical thinking are essential learning outcomes
* Use of AI tools constitutes plagiarism and violates academic integrity policies
* The instructor may follow up with face-to-face conversations to assess learning

## **Sample Syllabus Language for Academic Integrity Regarding AI**

Below are a few sample syllabi language that faculty can adopt/adapt to their needs. Be sure to clearly describe your expectations for use (or not) of AI in your syllabus and introductory Canvas Modules so it is consistent with our college policy on academic integrity.

### Example 1: Open Approach

Generative artificial intelligence (Gen AI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT, Co-Pilot & Gemini for text and DALL-E, Firefly and Midjourney for images. This policy was created for our learning community as it is important to understand how AI can support your learning during our semester together.

Gen AI tools may be used in this course as you determine appropriate, as long as you do so honestly through proper documentation, citation and acknowledgement. To demonstrate your honest use of these tools and your learning process, you must:

* Keep histories of your chats and submit them when requested.
* Cite the content that came from Gen AI tools using citation methods endorsed by the library.

NOTE: Gen AI is known to fabricate sources, facts, and give false information. It also perpetuates bias. You should exercise caution when using large portions of content from AI sources for these reasons. Also, you are accountable for the content and accuracy of all work you submit in this class, including any supported generative AI.

### Example 2: Closed Approach

Generative artificial intelligence (Gen AI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT, Co-Pilot & Gemini for text and DALL-E, Firefly and Midjourney for images. This policy governs all such tools, including those released during our semester together and was created for our learning community as its use adversely affects the development of critical thinking and other skills in this course.

Grammar, composition, and critical thinking are fundamental learning outcomes of this course. Therefore, all assessments must be your original work. The use of artificial intelligence (AI) tools is prohibited and is considered plagiarism in this course and will be subject to disciplinary actions according to the college's academic integrity policy.

I may follow up with a face-to-face conversation to assess learning outcomes. Please consider alternative resources for support such as the writing Center, tutoring center, and office hours.

### Example 3: Conditional Approach

Generative artificial intelligence (Gen AI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT, Co-Pilot & Gemini for text and DALL-E, Firefly and Midjourney for images. This policy created for our learning community governs all such tools, including those released during our semester together.

I expect you to generate your own work in this class. When you submit any kind of work, you are affirming that ***you*** have generated and written the text unless you indicate otherwise through proper attribution.

Permissible AI uses:

* Brainstorming ideas and asking questions about course concepts
* Getting feedback on your writing for grammatical errors
* Exploring different perspectives on course topics

Prohibited AI uses:

* Having AI draft your papers or complete assignments
* Using AI-generated content without citation
* Asking AI to solve problems for you rather than working through them yourself

For assignments where AI use is permitted, you must document:

* What was your prompt?
* Did you revise the AI model's original output for your submission?
* Did you ask follow-up questions?
* What did you learn?

## **Implementation Recommendations**

* AI CoP: Establish a collaborative space – Community of Practice - for faculty and staff to explore AI tools, develop best practices, and address ethical considerations in higher education.
* Assessment Strategies: Develop methods to assess authentic student learning regardless of AI use. Create meaningful formative assessments that focus on process rather than product. Design assignments that leverage AI as a learning tool rather than a threat.
* Student Education: Incorporate resources on ethical AI use and academic integrity into Orientation programs. Develop courses/resources on AI literacy.
* Update Academic Integrity Standards in EVC College Catalog to include GenAI: Add the following bullet item: “*Unauthorized use of generative artificial intelligence (GenAI) tools - such as ChatGPT, CoPilot, Claude, Dall-E, Firefly, or similar technologies – on assessments, assignments or other academic work.*”
* Policy Review and Adaptation: Establish regular review cycle for AI policies and tools. Gather feedback from stakeholders and adjust policies as AI technologies evolve.

These guidelines represent a starting point rather than a final statement. As AI technologies continue to evolve, so too will our approaches to teaching, learning, and assessment.By establishing clear guidelines, supporting faculty development, and fostering ongoing dialogue through AI CoP, we can harness the potential of AI while maintaining our commitment to academic integrity and student success.

## References

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* [AI Resources in IOTL Canvas Course](https://sjeccd.instructure.com/courses/25999/modules/404180)
* [BP 5500](https://go.boarddocs.com/ca/sjeccd/Board.nsf/goto?open&id=D7XUGA7BBDAC)
* [AP 5500](https://go.boarddocs.com/ca/sjeccd/Board.nsf/goto?open&id=AACTJY76E688)
* [Standards of Student Conduct, EVC college catalog](https://catalog.evc.edu/college-district-policies/standards-student-conduct/)
* Academic Integrity standards language in EVC college catalog adapted from [Cerritos College Academic Senate Resolution on Use of Gen AI and Academic dishonesty](https://go.boarddocs.com/ca/cerritos/Board.nsf/files/CZMMT55CB552/%24file/Senate%20Resolution%20on%20the%20Use%20of%20Artificial%20Intelligence%20Tools.pdf).
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The taskforce included faculty and administrators representing diverse disciplines and perspectives across the college.

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