



**EPCC Subgroup Draft on Academic Integrity for Gen AI tools
as of 2 May 2025**

AP 3775 Artificial Intelligence (AI)

Academic Integrity Procedures for Generative Artificial (GenAI) Use (only)

Introduction

Santa Rosa Junior College (SRJC) is dedicated to fostering an environment of intellectual curiosity, integrity, and accomplishment, upholding the principles of academic freedom. All members of the academic community—students, faculty, staff, and administrators—share the responsibility of maintaining the highest standards of academic honesty and empirical scholarship.

With the advent of Generative Artificial Intelligence (GenAI) tools, SRJC recognizes the need to address their impact on academic integrity. Unauthorized use of GenAI tools (e.g., ChatGPT, DALL-E, Grammarly) that violates syllabus policies or assists without explicit permission is considered academic dishonesty.

SRJC prioritizes data privacy, informed consent, and regular AI policy reviews. By supporting responsible AI use through training and community feedback, we uphold SRJC's values of integrity, innovation, and preparing students for a technologically advanced future.

To that end, Santa Rosa Junior College remains committed to ethical, equitable, and transparent AI use, aligned with legal standards and focused on fostering critical thinking, creativity, equitable learning, and inclusivity.

Definition of Academic Dishonesty and GenAI Use

It is important to note that it is up to the instructor to support their students' understanding of what is allowable concerning GenAI in their courses from the start of their courses. Course syllabi should provide students with clear guidelines outlining, from the start, what is deemed acceptable and/or non-acceptable use of GenAI in their courses.

The Academic Integrity implications of generative AI tools such as ChatGPT, Bard, DALL-E, and Stable Diffusion are wide, expansive, and challenging. These are novel tools, and both students and instructors have been experimenting with their use in academic settings over the past two years. While these tools have applications that foster student learning and understanding, these tools can also be used in ways that bypass key learning objectives. To give sufficient space for instructors to explore uses of generative AI tools in their courses,



and to set clear guidelines to students about what uses are and are not consistent with SRJC's Academic Integrity policies, the following policy guidance regarding generative AI in the context of coursework is proposed.

Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person. In particular, using generative AI tools to substantially complete an assignment or exam (e.g. by entering exam or assignment questions) is not permitted. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

Individual course instructors are free and encouraged to set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. Course instructors should set such policies in their course syllabi and clearly communicate such policies to students, as recommended by the Academic Senate in Spring 2025 as follows (and based on ASCCC):

OPEN	CONDITIONAL	RESTRICTED	CLOSED
<ul style="list-style-type: none">• Consider adapting outcomes to reflect use of generative AI.• Design assignments that integrate transparent use of AI into students' processes.• Address how generative AI may be incorporated into your field.• Explain to students that use of AI in your class does not extend to other classes.	<ul style="list-style-type: none">• Consider which learning outcomes may be negatively impacted using AI and discuss with students.• Incorporate a low-stakes assignment that draws on AI, illustrating risks and/or benefits.• Provide specific guidelines for what is and is not permitted.• Provide guidelines for citing use of generative AI.	<ul style="list-style-type: none">• Identify areas where AI may enhance learning or save time for higher-order thinking.• Consider demonstrating to students how use of generative AI may be useful in your course.• Be very clear with students about where you are asking not to use AI and why.• Provide guidelines for citing use of generative AI.	<ul style="list-style-type: none">• Clarify to students that use of generative AI is not allowed in your course.• Consider reviewing and designing your assignments to emphasize process and reflection while discouraging use of AI.• Consider accessibility when contemplating changes to assessments (e.g., hand-written exams, oral presentations).

Image Found: California Community College Chancellor's Office- Vision Resource Center (November 7, 2023) Vision 2030: Generative AI in Higher Education Webinar 2 of 4: Generative AI as a Tool for Teaching and Learning [PowerPoint Slides]

(see also [ASCCC Academic Integrity Policies in an AI world](#) p.7)

Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification. [note: the above is based in part on the *Stanford University Honor Code Implications for Generative AI Tools* as included in the [ASCCC Academic Integrity Policies in an AI world](#) p.4)

In this context, Academic dishonesty involving Gen AI use relates to non-compliance of the above stated standards of the instructor and encompasses any act of deception in academic exercises that includes but is not limited to:

- **Misuse of GenAI Tools:** Utilizing GenAI applications (e.g., ChatGPT, DALL-E, Grammarly) in a manner that violates course policies and/or without explicit permission from the instructor as also involves or impacts...



- **Cheating:** Using unauthorized materials or assistance.
- **Plagiarism:** Presenting another's work or ideas as one's own without proper attribution.
- **Collusion:** Assisting or receiving assistance from others in dishonest acts.

Faculty Responsibilities Regarding GenAI Use

1. **Course Conduct:** Promote an atmosphere of mutual respect and learning while also discouraging academic dishonesty through active and continued engagement of education and policy awareness.
2. **Policy Communication:** Clearly outline course requirements, grading procedures, and expectations, including definitions of academic dishonesty and guidelines for GenAI tool usage.
3. **Syllabus Statements***: Include a statement on academic integrity and GenAI usage, specifying whether such tools are:
 - a. **Open:** Permitted and encouraged with proper citation.
 - b. **Conditional:** Allowed under specific circumstances with guidelines.
 - c. **Restricted:** Limited to particular assignments or activities.
 - d. **Closed:** Prohibited entirely.
4. **Policy Awareness:** Ensure students are properly informed and aware of all relevant SRJC Academic Integrity Policy and Student Conduct Standards.
5. **Due Process:** Advise students of their rights to contest allegations or sanctions as aligned with all relevant SRJC Academic Integrity Policy and Student Conduct Standards.

* = Recommended by Senate in Spring 2025 and would require AFA – District negotiations to require

Student Responsibilities Regarding GenAI Use

1. **Uphold Integrity:** Engage in honorable behavior, fostering a culture of learning and honesty. Ensure that GenAI is used as an aid to creativity rather than a replacement for one's own learning. Maintain awareness of possible biases that can manifest within the output of GenAI tools.
2. **Understand Policies:** Familiarize themselves with course requirements, grading procedures, and rules. Maintain awareness of the appropriate and inappropriate uses of GenAI tools across courses and assignments. Engage in open communication with instructors to ensure compliance with academic integrity standards concerning GenAI usage.
3. **Adhere to Guidelines:** Follow SRJC's Academic Integrity Policy and Student Conduct Standards, especially regarding the appropriate usage, or prohibition, of GenAI tools as specified by each instructor. Engage only in sanctioned usage of GenAI as defined by instructor with regard to assignments and exams. Appropriately cite all content



created with the approved assistance of GenAI tools. Maintain logs of GenAI usage and provide them as requested. Review the accuracy of all information gathered via GenAI.

4. **Exercise Rights:** Know the allegations made regarding usage of GenAI. Review the evidence that resulted in the allegation. Understand the process to contest allegations or penalties. Understand the ways in which the process is fair, transparent, and impartial. Present information that provides the student's perspective, explaining any usage of GenAI and how it adheres to course or college guidelines. Understand rights with regard to representation, appeal, and confidentiality.

Procedures for Suspected Academic Dishonesty Involving GenAI

1. **Initial Review:** If misuse of GenAI tools is suspected, the instructor should:
 - a. Gather relevant evidence (e.g., assignment drafts, GenAI tool usage logs (**pending question would the student provide this or is this something the instructor would research? Need clarity here**)).
 - b. Consult with the Department Chair or Program Director.
2. **Student Notification:** Within ten instructional days of discovering the alleged misuse, the instructor should:
 - a. Notify the student of the concern.
 - b. Arrange a meeting to discuss the allegation.
3. **Discussion and Resolution:** During the meeting:
 - a. Present the evidence to the student.
 - b. Allow the student to provide their perspective.
 - c. Determine if a violation occurred and decide on appropriate sanctions, which may include:
 - i. Resubmission of the assignment.
 - ii. Grade reduction.
 - iii. Assignment of a zero for the work in question.
4. **Reporting:** If a violation is confirmed:
 - a. Complete an Academic Dishonesty Incident Report.
 - b. Submit the report to the Vice President of Student Services or designee.
5. **Administrative Review:** Upon receiving the report, the administration may impose additional sanctions, especially in cases of repeated offenses.

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