

AI Task Force Recommendations

Overview: The task force acknowledges the numerous, wide ranging, and significant impacts (real and potential) of artificial intelligence across all academic and professional domains, for all members of the District. The purpose of the following recommendations are:

1. To provide guidance for institutional use and implementation of artificial intelligence
2. To update current policies, reconciling gaps identified by the task force to address the missing contexts of artificial intelligence
3. To express the need for the District to collaboratively explore and address options for assessment strategies in response to artificial intelligence

Recommendation 1:

Create a policy, BP 3760 Institutional Use of AI, based on HUMANS Framework which is endorsed by the California Community Colleges Chancellor's Office. This policy provides the District with guidance on the institutional use and implementation of artificial intelligence, both consistent with and reinforcing District values in relation to new and emerging technology. (see document "Recommended BP 3760 Institutional Use of AI")

Recommendation 2:

Update the following policies to address the gaps referring to artificial intelligence.

- AP 3050 – Institutional Code of Ethics
- AP 5510 - Use of Electronic Devices
- BP 5500 – Standards of Conduct

(see the respective documents "Revision to...")

Recommendation 3:

In response to the widespread usage and availability of artificial intelligence, all members of the District should make a collaborative effort to explore assessment strategies and options to address the challenges related to student learning assessment and academic integrity.

Task Force

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INSTITUTIONAL USE OF ARTIFICIAL INTELLIGENCE

In the interest of upholding the institutional code of ethics and the high standards of conduct across all individuals within Sequoias Community College District, we acknowledge the importance of responsible use of Artificial Intelligence (AI) and all related technologies. We acknowledge that rapid developments of these technologies have and will continue to have, broad impacts across all individuals – students, faculty, administrators, and staff – and across many domains, including academic integrity, teaching and learning applications, and administrative applications.

Therefore, we strongly encourage all exploration and implementation of AI within the district to be rooted in the ethical values of the institution, and in order to provide clear guidance, we endorse the HUMANS Principles, a framework for a human-centered approach to AI implementation, as detailed by the California Community College Chancellor's Office (CCCCO):

HUMANS Principles: Human-Centered AI

The HUMANS principles establish a human-centered foundation for how artificial intelligence is explored and used across the California Community Colleges—prioritizing equity, ethics, accessibility, transparency, and public accountability.

The HUMANS principles are the Chancellor's Office framework for responsible, equity-centered AI adoption across the California Community Colleges system. HUMANS is an acronym that reflects the system's commitment to ensuring that artificial intelligence strengthens—rather than replaces, human judgment, relationships, and responsibility.

Together, the HUMANS principles guide decisions about whether, when, and how AI tools are explored, evaluated, and implemented across instructional, student support, and operational contexts.

What HUMANS Stands for

While applications and technologies will continue to evolve, the HUMANS framework anchors AI work to enduring public-sector values, including:

Human-Centered Approach: Humans are included in the design and testing process so AI tools support equitable access, minimize bias, and improve outcomes for students, faculty, administrators, and staff. Thus, humans are always ultimately responsible when AI tools are used.

Universal Support: When appropriate, people can opt out of AI-enabled experiences, and they can reliably reach a qualified human who can troubleshoot, correct errors, or resolve issues quickly.

Managed Privacy Controls: People have agency over how personal data is

collected and used. Data protections are built in, abusive practices are blocked, and only necessary data is collected – solely to increase access and support.

Algorithmic Discrimination Protections: AI systems are designed to prevent discrimination and inequitable outcomes. If discriminatory impacts are identified, action is taken quickly to remedy the issue.

Notice and Explanation: People receive clear notification when AI is being used, how it affects them, and how it contributes to decisions or outcomes.

Safety and Security: AI tools are monitored and managed to prevent unsafe, unreliable, or ineffective use, with safeguards in place to protect people and the institution.

Applying the HUMANS Principles

The HUMANS principles inform how the system approaches:

- Policy development and systemwide guidance for responsible AI use
- Design and evaluation of AI pilots to assess impact, efficacy, and risk
- Vendor engagement and partnerships to ensure alignment with system priorities
- Professional learning and AI literacy efforts across faculty, staff, and administrators

Together, these principles provide a consistent lens for decision-making, especially when equity, accessibility, privacy, or instructional integrity may be affected.

Definition of Artificial Intelligence: “Artificial intelligence” means an engineered or machine-based system that varies in its level of autonomy and that can, for explicit or implicit objectives, infer, from the input it receives, how to generate outputs that can influence physical or virtual environments.
Education Code Section 33328.5(1)

References: California Community College Chancellor’s Office; Education Code Section 33328; AP 3050 – Institutional Code of Ethics.

Adopted:

INSTITUTIONAL CODE OF ETHICS

Sequoias Community College District is composed of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the District community. Although we work in various settings and positions, we are committed to protecting human rights and pursuing academic excellence. While demanding for ourselves freedom of inquiry and communication, we accept the responsibility these freedoms require: competency; objectivity in the application of skills; concern for the best interest of students, colleagues, and the District community; and avoidance of conflicts of interest; and, the appearance of impropriety.

- A. Definition of Ethics: Ethical behavior is often defined as right or good behavior as measured against commonly accepted rules of conduct for a society or profession. The ethical person is often described as one who is fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced. The consistent exercise of integrity is the cornerstone of ethical behavior.
- B. Rationale: The specifications of ethical standards enable us to clarify the nature of common ethical responsibilities, not only for present and future employees, but also for those we serve. ("Employees" refers to individuals hired and/or paid by the District, including members of the Board of Trustees, full- and part-time employees, and student employees.) As a means of supporting these commitments and responsibilities, District employees subscribe to the following standards of ethical and professional behavior.
- C. Limitations: The following is not an attempt to provide comprehensive guidelines regarding ethical issues in education; nor does it supersede more specific Board policies affecting ethical considerations. It is intended to provide general guidelines and expectations for the conduct of individuals at as we work toward maintaining ethical standards.
- D. General Responsibilities to the District Community: Recognizing their responsibility to the District, employees:
 - 1. Model ethically responsible behavior for students and colleagues and expect ethical behavior from others at all times. When the employee and the District encounter disagreements or conflicts concerning ethical behavior, personal values, performance or conduct, both the employee and the District have the responsibility directly and constructively to seek resolution of the conflicts. Possible actions include (a) confronting the individual in question, (b) utilizing institutional channels and procedures, and/or (c) using available

mechanisms of professional associations.

2. Have responsibilities to the District and to individuals they serve. Therefore, employees support the philosophy and mission of the District.
3. Address issues and work with people without prejudice and, therefore, do not discriminate unjustly against or in favor of any student or employee.
4. Avoid relationships that seek to meet an employee's personal needs at the expense of a student or a person under their supervision. They avoid conflicts of interest which may result from dual relationships, such as those of a sexual nature.
5. Recognize that personal problems and conflicts may interfere with employee effectiveness. Accordingly, employees monitor their personal and professional effectiveness and seek assistance when needed (e.g., psychological, medical, legal).
6. Ensure that accurate representation of District goals, services, programs, and policies are made to the public, students, and colleagues.
7. Avoid conflicts of interest between their contractual obligations to the District and private business or personal commitments (e.g., not soliciting clients or selling services or products during the course of their regular work at the District and refusing remuneration for services rendered to persons for whom they perform the same services as an employee of the District.
8. Avoid forcing personal values, beliefs, and behaviors on others.
9. Recognize that the shift to an information society gives employees access to increasing amounts of data, much of it automated. Employees exercise the privilege of using such data with care and integrity, and actively guard the privacy of individuals.
10. **Adhere to these ethical standards in relation to all use of technology and follow District guidelines on responsible use and implementation of all forms of artificial intelligence including the HUMANS framework (please refer to BP 3760).**
11. Engaged in research are knowledgeable and skilled in research techniques, use sound and defensible methodologies, conduct and report investigations in a manner that minimizes the possibility that results will be misleading, inaccurate, and/or deceptively incomplete.
12. Adhere to copyright law and established guidelines which seek an appropriate balance between the proprietary rights of copyright owners and the instructional needs of educational institutions.

E. Responsibility to the Profession: Recognizing a responsibility to their professions, employees:

1. Contribute to the development of their respective professions through sharing skills and ideas, serving professional organizations, and serving to mentors to emerging professionals.
2. Maintain and enhance individual professional effectiveness and competence through continuing education to improve skills and acquire new knowledge, and they assure the same opportunity for persons under their supervision.
3. Accurately represent their experience and credentials, competencies and limitations to all concerned, and are responsible for correcting any misrepresentations of their qualifications by others.

F. Responsibility to Colleagues: In the interest of maintaining effective working relationships with colleagues and promoting an environment of collegiality, employees:

1. Facilitate a climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent.
2. Avoid disclosing information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
3. Avoid knowingly making false or malicious statements about colleagues.
4. Treat those they may supervise (in their supervisory, managerial and/or administrative roles) with respect and integrity; value the well-being of employees as they make decisions about the needs of the District; and, use the power inherent in their positions wisely and with serious regard for individual worth and personal and professional growth.
5. Foster openness by encouraging and maintaining two-way communication, characterized by honesty and integrity.

G. Responsibility to the Student: In fulfillment of their obligation to the student, employees:

1. Promote freedom of inquiry and expression in the pursuit of learning.
2. Ensure that the student has access to varying points of view.
3. Avoid intentionally suppressing or distorting subject matter relevant to the student's progress.
4. Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Avoid intentionally embarrassing or disparaging the student.
6. Avoid disclosing information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
7. Are sensitive to ethics issues in measurement and evaluation both in and out of the classroom.

References: Accreditation Standard III.A.1.d.; Ethical standards from: American College Personnel Association, American Association of University Professors, Association of California Community College Administrators National Education Association, American Association for Counseling and Development, and American Psychological Association.

Adopted: May 12, 2009

Revised: June 8, 2020

STUDENT USE OF ELECTRONIC DEVICES

Introduction

Although the electronic age has increased access to and convenience of information and communication, there are responsible protocols that must be established regarding the use of electronic devices within the District. In particular, utilization of any number of electronic devices could be disruptive to the District's procedures and educational processes, could result in an invasion of both students and employees' privacy, and could be utilized to facilitate academic dishonesty.

Background

- A. Electronic devices and programs can include, but are not limited to the following devices and/or capabilities:
 1. Cellular telephones with the capability to place and receive calls, to text message, take pictures, access the Internet and/or access e-mail;
 2. iPods and other digital music and video players which can be customized with add-ons such as still and video cameras, audio recorders, and radio receivers and transmitters;
 3. Hand-held computers, laptops, and tablets;
 4. Electronic games
 5. Headphones.
 6. **All forms of artificial intelligence software and hardware which integrates artificial intelligence.**

- B. Any unauthorized use of an electronic device that disrupts or interrupts District processes or procedures, invades the privacy of other students or employees, or facilitates academic dishonesty is strictly prohibited. Impacts upon the teaching/learning environment or upon the operations in campus offices can include, but are not limited to:
 1. Disruptions/interruptions resulting from students receiving or placing cellular telephone calls while in an office or a class which is in session;
 2. Text message exchanges whereby a student in a class sends questions from an examination and an individual outside of the classroom or at an off-campus location responds with the answer, facilitating academic dishonesty;
 3. Use of the calculator function on a student's cellular telephone on an examination where a calculator is not allowed, or where a student indicates they did not bring their calculator and will use the calculator function on their cell phone, but in reality are text messaging an individual outside the classroom, facilitating academic dishonesty;
 4. Picture telephones or digital cameras used to snap pictures of examinations

- being taken, personal data on a computer screen or hard copy format in a campus office, or invasion of privacy by taking unapproved pictures in restrooms, locker rooms or other locations on campus where the average person would expect privacy;
5. Access of the e-mail via cellular telephone, and/or use of the Instant Messaging (IM) feature, examination questions sent to a contact outside the classroom or at an off-campus location who responds with the answer, facilitating academic dishonesty;
 6. Access of the Internet via cellular telephone during an examination to view information, facilitating academic dishonesty;
 7. Use of a hand-held computer and its numerous capabilities to facilitate academic dishonesty;
 8. Wearing headphones, but rather than listening to music, accessing recorded course material, facilitating academic dishonesty;
 9. Games played on electronic game devices that can be disruptive in a class setting;
 10. Use of software, **including tools empowered by artificial intelligence**, other than that provided or permitted by the College.

Protocols

- C. Administrators, faculty, staff or students may identify misuse of an electronic device that is:
1. Disruptive to the District's procedures and/or educational processes,
 2. Results in an invasion of privacy for students or employees, or
 3. Facilitates academic dishonesty.

~~In the classroom setting,~~ **In instructional settings, including face-to-face and distance education**, the determination of misuse of electronic devices is at the discretion of the instructor. In offices or elsewhere on the campus, the determination of misuse of electronic devices **and programs** will be determined by the Student Code of Conduct or by supervisors of employees relative to negotiated contracts. Limitations on use of electronic devices may be imposed by faculty in their classrooms, and campus use of electronic devices must not violate the provisions of this Administrative Procedure.

Sanctions

Students found to be in violation of this policy may be subject to: verbal warning, written warning, verbal reprimand, written reprimand, temporary exclusion, suspension, expulsion, or failure of an examination/assignment. Individuals may refer to the progressive discipline standards outlined in the General Catalog or the Discipline and Grievance Handbook.

Adopted: December 11, 2007
Revised: June 13, 2016

STANDARDS OF CONDUCT

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions, harassment, bullying, and/or discrimination. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with District programs or activities. The Superintendent/President shall establish Codes of Conduct and procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline and shall identify potential disciplinary actions including, but not limited to, the removal, suspension, or expulsion of a student.

The Board shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the District catalog and other means.

- A. The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student:
 1. Causing, attempting to cause, or threatening to cause physical injury to another person.
 2. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, **any use of artificial intelligence with malicious intent**, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.
 - a. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, ~~or~~ **images, or artificially generated content** on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
 - b. Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). In addition, Penal Code 288.2 makes it a crime to

send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

3. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Superintendent/President.
4. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
5. Committing or attempting to commit robbery or extortion.
6. Causing or attempting to cause damage to District property or to private property on campus.
7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
8. Violation of the District's smoking policy.
9. Committing sexual harassment as defined by law or by District policies and procedures.
10. Engaging in harassing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.
11. Willful misconduct which results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
12. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel.
13. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty. Plagiarism means presenting other people's words or ideas as one's own. It may include, but is not limited to, submitting material taken from the web or elsewhere as original work; failing to provide complete citations and references for all work that draws on the ideas, words, or work of others; **unauthorized use of generative artificial intelligence tools on assessments or assignments**; or failing to identify the contributors to work done in collaboration.
14. Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
15. Unauthorized entry upon or use of District facilities.
16. Lewd, indecent, or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions.
17. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly

operation of the District.

18. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
 19. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.
 20. Misrepresentation of oneself or of an organization as an agent of the District.
 21. Obstruction or disruption, on or off District property, of the District's educational, administrative, or other District process.
 22. Violation of any order of the Superintendent/President, notice of which has been given prior to such violation, and which order is not given by publication in the District newspaper, or by the student bulletin which is posted on bulletin boards designated for this purpose.
 23. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.
 24. Violation of any District Board Policy.
 25. Any other cause identified as good cause by the Education Code or other laws governing a community college.
- B. Students who engage in the above are subject to the procedures outlined in AP 5520, which include:
1. Reprimand - Written warning that continued misconduct will result in more serious disciplinary action.
 2. Temporary Exclusion - Removal from class or District activity for the duration of its scheduled period.
 3. Short-term Suspension - Exclusion from classes, activities, and/or student privileges for a specified number of days, up to maximum of ten days.
 4. Long-term Suspension – Exclusion from classes, activities, and/or student privileges for the remainder of the school term or for one or more terms.
 5. Expulsion - Termination of student status at this District.
- C. Certain members of the campus community are authorized to impose the above penalties as follows:
1. Any instructor may temporarily exclude the offending student from the class for the remainder of the class session and the next class meeting. Furthermore, an instructor may lower a grade, including giving an "F" or no credit on an assignment, essay, project, test, or quiz that involves cheating or plagiarism.
 2. Any administrator may temporarily exclude the student from any District-sponsored activity for the remainder of the activity time.
 3. The Dean of Student Services may reprimand or temporarily exclude the student, or may recommend suspension or expulsion.
 4. As per California Penal Code, the District Police may restrict students from campus or facilities.
 5. The Superintendent/President of the District may impose suspension or

- recommend expulsion.
6. The Board of Trustees may impose expulsion.

See Administrative Procedures 5501, 5520 and 5530.

Reference: Educ. Code Sections 66017, 66300, 66301, 76020, 76030-37;
Accreditation Standard II.A.7.b

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