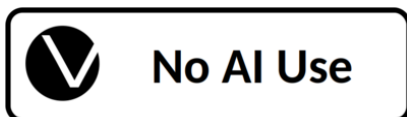


# SBVC AI Framework for Syllabus Use, Teaching, and Learning v1.0

A recommendation to the SBVC Academic Senate 4/29/26

This framework was developed to provide a common language to communicate AI usage in the classroom at SBVC. Use of this framework is voluntary. Faculty who choose to address AI expectations in their syllabus and assignment instructions can use or adapt the levels and sample language below. AP 3775 encourages faculty to define the parameters of AI use in their courses; this framework is one tool for doing so. The framework is modular: faculty can set a course-level designation and apply different levels to individual assignments where appropriate.



AI tools are not permitted at any stage of the work. All drafts and submissions must be produced by the student without AI assistance.

## Course-level:

This course is designated No AI Use. AI tools, including ChatGPT, Gemini, Claude, Copilot, Grammarly, and similar AI products, are not permitted for any purpose including to summarize assigned readings. AI is also not permitted for brainstorming, outlining, drafting, editing, test-taking, and final submissions. Use of AI tools will be treated as a violation of the [SBVC Academic Honesty Policy](#). [Optional: Grammar, composition, critical thinking, reading comprehension, and/or vocabulary are part of the learning outcomes of this course.] If you need support or are unsure whether a tool qualifies as AI, please ask your instructor.

## Assignment-level:

*No AI Use: Complete this assignment without AI tools of any kind. If you need support, please ask your instructor.*



AI tools are permitted for specific purposes defined by the instructor, which may include grammar and formatting, early-stage thinking (generating initial ideas, exploring approaches, narrowing focus), research support, concept clarification, study help, etc. AI-generated content may not be submitted as the student's own work. AI use must be cited.

## Course-level:

This course is designated AI Assistance. You may use AI tools for [instructor specifies: grammar and formatting / generating initial ideas and exploring approaches / research support / concept clarification / study help / etc.]. You may not submit AI-generated content as your own work, and you must cite any AI tools you use. You are responsible for verifying accuracy, since AI tools can produce inaccurate or fabricated information. If a specific assignment has a different designation, that will be noted in the assignment instructions. For certain assignments, you may also be asked to include a statement describing how you used AI in your work. If unsure whether a particular use is permitted, ask your instructor.

## Assignment-level:

*AI Assistance: AI permitted for [instructor specifies uses], with citation. AI-generated content may not be submitted as your own work.*



AI tools are permitted for drafting and content generation, with required citation and a process statement. Students must indicate which portions of their work were AI-assisted or AI-generated and are responsible for the accuracy of all submitted content.

## Course-level:

This course is designated AI Integration. You may use AI tools as part of your work, including for drafting, summarizing, and content generation. You must cite any AI tools you use and indicate which portions of your work were AI-assisted or AI-generated. You are responsible for the accuracy of all submitted content. For each assignment, you will provide a process statement describing how you used AI.

## Assignment-level:

*AI Integration: AI permitted with citation. Include a process statement describing how AI was used.*

# SBVC Best Practices for AI in Teaching and Learning

## Faculty Purview and Clear Communication

Decisions about how artificial intelligence is used in a course belong to the individual faculty member. Each instructor is best positioned to determine how AI fits the discipline, the learning outcomes, and the needs of their students. Faculty are encouraged to make their AI expectations explicit in the course syllabus, in assignment instructions, and in early conversations with students. The SBVC AI Framework for Syllabus Use, Teaching, and Learning provides a structure and sample language faculty can use or adapt for this purpose. Departments are encouraged to use the framework as a starting point for discipline-specific conversations about AI, and feedback from early adoption will inform future revisions. AP 3775 calls on faculty to clearly define the parameters of AI use in their courses; the framework is one tool for doing so. Updates and resources are available on the [Academic Senate AI Task Force website](#).

## Teaching with AI: Transparency, Equity, and Faculty Use

Faculty are welcome to use AI tools in their own instructional work, including course design, assignment creation, feedback, and communication with students, subject to the same data privacy and ethical standards in AP 3775 that apply to any AI use at SBVC. When faculty use AI in work that students will see, the same transparency expected of students applies to faculty. Faculty should disclose AI use, verify AI-generated content for accuracy and bias, and ensure that AI complements rather than replaces meaningful human engagement with student work. Faculty should also be mindful of equity when designing assignments that involve AI tools. Requiring AI use without providing equitable access can disadvantage students, since paid versions often produce significantly better results than free versions.

## Academic Integrity, Assessment Design, and AI Detection

AI does not change the underlying principle that student work should reflect student learning. It does change the conditions under which faculty can verify this. The most reliable approach is to design assessments that emphasize process, reflection, contextualized application, and oral or in-class demonstration of understanding. When concerns about AI use arise, faculty should follow established academic integrity procedures. AP 3775 notes that AI detection tools may be flawed, often produce false positives, and show bias against non-native speakers. A detection result should prompt further investigation rather than serve as a final judgment. Faculty are encouraged to focus on assessment design rather than detection as the primary strategy for maintaining learning integrity.

## Key Definitions

**AI-assisted** means the student used AI as a tool during their process (research, idea generation, editing, study support) but produced the submitted work themselves.

**AI-generated** means AI produced text, code, images, or other content that appears in the final submission. The distinction is about whether the student produced the submitted content, not whether AI was involved at any point.

**Process statement** is a brief description of how AI was used in completing an assignment, typically including what was prompted, what was used from the output, and what was revised.

## Citation

When AI use is permitted, students should cite the AI tools they used. Both MLA and APA have published guidance for citing generative AI. The SBVC library can provide additional support. At higher levels of AI use, faculty may also require a process statement describing what students prompted, what they used from the output, and what they revised.

## Relationship to AP 3775

This framework and best practices statement help faculty meet the AP 3775 instruction to clearly define the parameters of AI use. Data privacy, FERPA compliance, third-party vendor approval, and broader ethical use principles are addressed in AP 3775 and apply regardless of the level a faculty member selects.

# AI Framework for Syllabus Use, Teaching, and Learning: Companion Resource

*This page is a living resource intended to be updated as tools and guidance evolve.*

## Modular Phrase Menu for AI Assistance

The AI Assistance level is intentionally broad. Faculty can tailor it by specifying which uses are permitted in the bracketed section of the sample language. Below are common use cases. Faculty may combine, modify, or add to these as appropriate for their discipline.

**Grammar and formatting only:** You may use AI tools such as Grammarly or built-in grammar check for spelling, grammar, and basic formatting. You may not use generative AI to produce, revise, or summarize content.

**Early-stage thinking:** You may use AI tools to support early-stage thinking, such as generating initial ideas, exploring possible approaches, or narrowing your focus before you begin drafting. The submitted work must be your own.

**Research and study support:** You may use AI tools for research assistance, concept clarification, generating practice questions, or studying. You are responsible for verifying accuracy and may not submit AI-generated content as your own.

**Editing and revision:** You may use AI tools to help revise drafts you have already written, including for clarity, tone, and structure. The original draft must be your own work.

## A Note on Auto-Enabled AI Features

Many common tools, including Google Docs and Microsoft Word, now include AI-powered features that may be enabled by default (such as predictive text, smart compose, and AI-assisted grammar suggestions). In courses designated No AI Use, students should be aware of these features and disable them where possible. Faculty who designate courses or assignments as No AI Use may want to provide brief guidance on identifying and disabling auto-enabled AI features in commonly used tools.

## A Note on Grammarly and AI-Enhanced Writing Tools

Grammarly and similar tools increasingly integrate generative AI features alongside traditional grammar checking. Students may not realize that features labeled as “grammar checking” now include AI-powered revision suggestions. Faculty who permit grammar tools but restrict generative AI use should consider providing guidance on which features are permitted, or designating specific tools and settings.

## Citation Examples and FAQ

*This section is reserved for citation edge cases and examples identified by faculty. The task force recommends developing this resource as part of the Fall 2026 professional development plan.*

**MLA example:** *OpenAI. ChatGPT, GPT-4, OpenAI, 7 Apr. 2026, chat.openai.com.*

## For Further Reference

AP 3775 (Artificial Intelligence): [SBCCD Policies and Procedures](#)

ASCC AI Framework: [Academic Integrity Policies in the Age of Artificial Intelligence \(AI\) Resource Document](#)

CCCCO HUMANS AI Framework: [CCCCO Guidance and Policy](#)

CCCCO Vision 2030: [Artificial Intelligence Workplan](#)

MLA AI Citation Guide: <https://style.mla.org/citing-generative-ai/>

APA AI Citations Guide: <https://apastyle.apa.org/blog/cite-generative-ai-references>