

Nursing and Health Education Division Guidelines for Academic Integrity Violations

These guidelines are intended to be used as a resource for CON NHE faculty alongside the University's [Code of Academic Integrity](#) when making determinations regarding potential sanctions for identified academic integrity issues.

Additional resources are available for faculty to guide you through the Academic Integrity Procedures:

- OSAA has created an [Academic Integrity Process](#) video series to guide you through the three phases of the process. Additional resources can be found at the bottom of the CON Teaching and Learning website (link provided above)
 - Video 1: [What to do when you have an academic integrity concern](#)
 - Video 2: [The faculty/student conference](#)
 - Video 3: [Decisions and sanctions](#)
- There are several appendices located at the end of these guidelines that you can utilize throughout the Academic Integrity process:
 - [Appendix A: Academic Integrity Process Checklist](#)
 - [Appendix B: Faculty Notification Email Template for Academic Integrity Concerns](#)
 - [Appendix C: Suggested Language During the Faculty-Student Conference](#)
 - [Appendix D: Determining Level of Intent and Appropriate Sanction\(s\)](#)

Once you have reviewed the provided resources and met with the student regarding the academic integrity concern, use the following guidelines to make a decision regarding the level of the violation and appropriate academic sanction(s).

Levels of Violation:

Three levels of violation are identified: minor, moderate, and severe. Determination of the level of the violation is made based on the information gathered prior to and during the faculty-student conference. Additional information on determining intent and appropriate sanctions can be found in [Appendix D: Determining Level of Intent and Appropriate Sanction\(s\)](#).

Minor Violations

Minor violations reflect a **low level of intent** and are considered low-impact, unintentional lapses in academic practice. These types of violations may be unintentional or reflect a misunderstanding of the assignment/expectations. If this is the student's first academic integrity violation in the course (that does not meet criteria for a severe violation; see section 6.3), consider a minor violation. Examples of a minor violation may include, but are not limited to: (1) minor citation errors due to a lack of understanding of APA expectations; (2) paraphrasing issues; (3) first instance of unauthorized AI use when expectations were clearly stated.

Moderate Violations

Moderate violations reflect a **moderate level of intent** and involve intentional misconduct or repeated academic integrity violations, but there is little evidence of extensive planning, concealment, or deliberate deception. A moderate violation may be considered if a student has had a previous minor violation within the same course. Examples of a moderate violation include, but are not limited to:

- Substantial plagiarism that changes the assignment outcome
- Inability to explain submitted work
- Fabricated or hallucinated references to support academic arguments
- Using prohibited resources on a low- to mid-stakes quiz or assignment
- Unauthorized collaboration on an assignment that changes the integrity of the assignment (e.g., sharing answers on a quiz, working with another student on an assignment intended to be completed independently)

Severe Violations

Severe violations involve a **high level of intent** and include major misconduct, professional risk, or repeated violations, in addition to actions that (1) cause a serious breach of academic or professional integrity, (2) are considered a patient safety risk, (3) involve falsification of records or data or sharing of protected information/data (e.g., violating HIPAA), (4) cheating on high-stakes assessments, (5) multiple prior violations, and/or (6) cause or have the potential to cause harm to the University, other students, and/or clinical partners. Examples of a severe violation include, but are not limited to:

- Cheating on high-stakes exams or summative clinical competency assessments;
- Falsification of clinical or academic records;
- Actions that cause or can cause harm to or endanger a patient;
- Multiple prior academic integrity violations; and/or
- Fabrication of data.

Reporting, Documentation, and Appeals

Whenever academic sanctions are imposed, faculty must submit an [Academic Integrity Incident Referral](#) in accordance with UA procedures and timelines. Students retain all appeal rights provided under the UA Code of Academic Integrity. During the appeal process:

- Students are allowed to continue in coursework without prejudice unless otherwise directed by the College or University.
- An “Incomplete” grade may be assigned if the appeal extends beyond the end of the academic term.

All appeal determinations and final sanction outcomes are communicated through official university channels.

Multiple or Repeated Violations

Patterns of repeated violations may result in escalated sanctions. Notifications of prior violations are handled through the Dean of Students Office and CON leadership.

References:

Dean of Students Office. (n.d.). *Code of academic integrity*. University of Arizona. Retrieved April 19, 2026, from <https://deanofstudents.arizona.edu/policies/code-academic-integrity>

Excelsior University. (n.d.). *Academic integrity*. Retrieved April 19, 2026, from <https://www.excelsior.edu/policy/academic-integrity/>

Microsoft. (2026). *Copilot chat* (July 2026 version) [Large language model]. <https://copilot.microsoft.com>

AI Statement of Use:

These guidelines were initially drafted with the use of Microsoft Copilot (a privacy-protected AI assistant offered through UA), using data that was input by the user, including:

- The current UA Code of Academic Integrity,
- Excelsior University's Academic Integrity Policy,
- Notes from a meeting with the Academic Integrity ad-hoc committee discussing the purpose of and needs for this policy.

The following prompt was used: "Can you help me create a rough draft of a policy for Academic Integrity Violations for the College of Nursing?" The information listed above was provided with the prompt. Additional prompts were used to refine the policy draft prior to download. The creator and subcommittee members then substantially edited the downloaded draft policy to remove redundancies, ensure consistent word usage, and correct grammar/mechanic to create the guidelines provided here.

Approved October 19, 2026, by the NHE APS Committee

Appendix A: Academic Integrity Process Checklist

Step 1: Faculty identifies academic integrity concern(s)

- Notify the course chair of concern.
- Document evidence (factual/unbiased).
- Verify syllabus/rubric expectations for the assignment.
- Maintain neutrality and FERPA throughout process.

Step 2: Notify student of the concern

- Goal: Ensure a fair, impartial, and unbiased review
- Course chair will send written notice upon identification of academic integrity concern.
- Provide the reason for the meeting.
- Propose meeting date/time/location.
- Inform student of right to bring an advisor (Notice of Advisor form required).
- Use standard email template provided (Appendix B).

Step 3: Faculty-Student Conference

- Goal: to gather facts regarding the occurrence. No decisions are made during the conference.
- Conference must occur within 15 days of faculty identification of issue.
- If advisor will attend conference, confirm with OSAA that appropriate form was filed with DOS office prior to the conference.
- Course chair will facilitate the conference.
- Advisor may support the student, but may not speak or participate directly.
- Review the evidence.
- Allow the student time to respond to the concern.
- Ask clarifying questions.
- Maintain neutral tone.

Step 4: Determine Severity & Action(s)

- Refer to Section 4 of this policy to determine appropriate action(s) based on findings and outcome of student-faculty conference.

Step 5: Documentation

- Submit the Academic Integrity Incident Referral to the Dean of Students (if sanction(s) applied).
- Upload appropriate evidence.
- Save emails and meeting notes.
- If no sanctions are to be applied, document the outcome internally. **(what would this look like, or would there be any documentation anywhere?)**

Step 6: Confidentiality and Compliance

- Protect student privacy throughout.
- Ensure FERPA compliance
- Limit discussion regarding the incident to authorized individuals.

Appendix B: Faculty Notification Email Template for Academic Integrity Concerns

Course chairs should use the standardized template provided with edits as appropriate, ensuring that all required points are covered and that neutrality is maintained. **NOTE:** The course chair must notify the student within **15 days** of the academic integrity concern. Ensure that you adjust the days that the student has to set up a meeting with you to ensure that you can file an incident form (if necessary) within the time frame set by University policy (e.g., if you notify the student on day 5 after receiving evidence, the student has 10 days to set up a meeting with you, and you must ensure that the incident form is filed, if warranted, immediately after the meeting occurs).

Faculty Email Template:

Subject: Meeting Request Regarding an Academic Integrity Concern

Dear **[Student Name]**,

I hope this message finds you well. I am writing to request a meeting with you to discuss a potential academic integrity concern related to **[Name of Assignment/Exam/Clinical Performance]**. Information indicates **[brief, objective description of the situation]**. I would appreciate the opportunity to review this information with you and better understand the circumstances.

As part of the initial step in the Academic Integrity Procedure, we hold a brief conference to discuss the matter. During this meeting, I will outline the information available, explain the process, and provide you space to share your perspective and ask any questions. This meeting is informational and part of the standard process.

You are welcome to have an advisor present. If you plan to bring an advisor, please note that our Dean of Student's Office requires the [Notice of Advisor](#) form to be submitted at least five (5) days before our meeting.

[Name(s) of faculty members attending the meeting] am/are available to meet **[Zoom or in-person]** on **[Date]** between **[Time]**. The meeting typically lasts 10-20 minutes. Please note that the meeting may be recorded. A copy can be provided upon request.

If these times are not convenient for you, please share a few alternatives. We will do our best to accommodate your schedule.

I look forward to talking with you.

Sincerely,

[Faculty Name]

Appendix C: Suggested Language During the Faculty-Student Conference

Suggested Opening Script:

- “Thank you for meeting today. This conversation is part of the process to better understand the situation. I’ll share the information available, and then I’ll invite you to share your perspective.”
- **[If advisor present]** Before we begin, I want to clarify the advisor’s role. Advisors are here to support you and may communicate with you during the meeting. However, they may not speak on your behalf or participate directly. You will respond to questions and speak for yourself throughout the conference.

<i>What Not to Say:</i>	<i>Try Instead:</i>
“You were off camera for 10 minutes.”	“I noticed that there was a 10-minute period where you were not visible on camera. Can you help me understand what was happening during that time?”
“The AI detector confirms you did not write this yourself.”	“I noticed some differences between this submission and your previous work that I’d like to discuss.”
“You were clearly reading from a different screen.”	“Information was provided by others that raised concerns about the exam session. I’d like to give you an opportunity to respond to those concerns.”
“Why were you using your phone during the exam?”	“I observed several instances when your attention appeared directed away from the testing screen. Can you tell me more about that?”
“You were caught with unauthorized materials during the exam.”	“During the exam I observed materials present that may not have been authorized for use. I’d like to hear your perspective.”
“The evidence already points to a violation.”	“Is there any additional context you would like to share?”
“This case is straightforward.”	“Thank you for explaining your perspective. I will review the information before determining next steps.”

Suggested Closing Script:

“Thank you for taking the time to meet and share your perspective. I will review the information discussed today along with the available documentation. No decisions are made during this conference. You will be notified of any next steps in accordance with the academic integrity process.”

**Appendix D: Determining Level of Intent and Appropriate Sanction(s)**

Intent	Low	Moderate	High
Description	Student likely did not fully understand the expectations or made an isolated error in judgement, and there is little evidence of planning, concealment, or deliberate attempts to gain an unfair advantage.	Student likely understood the expectations and made a conscious choice to violate it, but there is little evidence of extensive planning, concealment, or deliberate deception.	Student likely understood the expectation and made a deliberate choice to violate it, with evidence of planning, concealment, falsification, or other actions intended to gain an unfair advantage or avoid detection.
Indicators	> Misunderstanding of expectations > Inexperience with academic conventions > Isolated or first-time error > Confusion about instructions or permitted resources > Prompt acknowledgment of responsibility > No evidence of concealment > Limited or no academic advantage gained	> Expectations were reasonably clear > Conscious choice that violated expectations > Poor judgment or recklessness > Unauthorized use of resources or collaboration > Some academic advantage gained or sought > Incomplete or inconsistent explanations > Little evidence of extensive planning or deception	> Expectations were clearly understood > Deliberate effort to gain an unfair advantage > Significant planning or preparation > Concealment of conduct > False, misleading, or fabricated explanations > Alteration, deletion, or falsification of evidence
Examples	> Improper paraphrasing > Missing or incorrect citations > Citation formatting errors > Misunderstanding assignment instructions > First-time, minor misuse of AI tools	> Unauthorized collaboration > Using prohibited notes during a quiz > Knowingly exceeding permitted AI use > Significant plagiarism > Repeated citation omissions after prior instruction	> Purchasing a paper > Paying another person to complete work > Organizing a cheating scheme > Creating fake references or citations > Altering records, timestamps, or documents > Deliberately disguising AI-generated work > Deleting evidence after being confronted
Sanctions to Consider	> Written warning > Education conversation > Reflection activity > Resubmission for reduced credit > Minor grade reduction > Completion of UA Academic Integrity or Plagiarism Awareness workshop (first offense option; student incurs cost)	> Significant grade reduction on assignment/exam > Reflection paper > Success plan > Zero credit for assignment > Completion of UA Academic Integrity or Plagiarism Awareness workshop (for first or second offense course; student incurs cost)	> Zero credit for assignment/exam > Reduction in course grade > Course failure > Probation > Transcript notation



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