

Code of Academic Integrity

VERSION 4.0

OCTOBER 2025

Approved by:

Kathleen Hewett-Smith

Dr. Kathleen M. Hewett-Smith
Dean of Undergraduate Studies

Date: _____**23 October 2025**_____

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VERSION HISTORY

Version	Description	Modified on	Approved by
1.0	Initial version	2020	Provost
2.0	Update policy format Update “Procedures”	July 2020	Provost
3.0	Update Procedures\Reporting and Investigation Add Appendix “Guidance on the use of AI tools”	August 2023	Dean of Undergraduate Studies
4.0	Update Procedures Add Appendix “Levels of Violation of the Code of Academic Integrity” and Appendix “Notification of Report of Academic Integrity Violation” Remove Appendix “Learning Contract Agreement”	October 2025	Dean of Undergraduate Studies

1. RATIONALE

The Code of Academic Integrity (“the Code”) at Fulbright University Vietnam (“Fulbright”) is intended to create and maintain a climate of mutual trust, respect, and integrity among students, faculty, and staff.

The following document describes conduct that violates academic integrity, the applicable procedures, and possible sanctions that may be imposed.

For prohibited conduct/behavior that is not specific to the integrity of the educational and research processes, refer to the Student Code of Conduct.

2. VIOLATIONS OF THE CODE OF ACADEMIC INTEGRITY

In general, violations of this Code encompass any act that compromises or subverts the integrity of the educational or research processes. Violations may fall under one or more categories, which are detailed in **Appendix 01**. These violations include, but are not limited to:

Plagiarism occurs when a writer appropriates another’s ideas, research, or writing without proper acknowledgment. This includes the paraphrasing of ideas or reproduction of work without proper acknowledgment and citation. Furthermore, this also includes the use of generative AI tools to produce any written, visual, or software content.

Misrepresentation describes any action intended to deceive an instructor or administrator for academic gain. This includes allowing another student to submit work in one’s place, taking credit for other’s work, the product of generative AI, or submitting the same work for more than one project or course without express permission to do so.

Copyright infringement occurs when a student violates the exclusive rights of the copyright owner and includes the improper use of electronic data and computer software.

Fabrication refers to any action that falsifies or misuses information or data in any academic work or research. This includes making up data during research or information used in projects, fabricating citations or sources, and any other attempt to deceive an instructor or administrator with regards to academic work, attendance, or performance.

Cheating refers to using (or attempting to use) unauthorized means or materials on an academic assignment for personal gain. This includes copying from or otherwise utilizing another student’s work, allowing another student to copy from your work, and any other forms of unauthorized collaboration on an exam or assignment. It also includes violating, in any other form, the test or assignment procedures and restrictions laid out by an instructor.

Stealing refers to any action wherein a student obtains or attempts to obtain an examination, assignment, answer key, or any other academic materials from an instructor or another student without their knowledge or permission.

Bribery describes any attempt to solicit academic advantage in exchange for money, goods, or services, or any attempt to offer academic advantage in exchange for money, goods, or services; in both cases, it is also a violation to accept such a bribe.

Impeding Access to Education: Violations under this category describe any intentional efforts to disrupt the academic process of others in any manner, including intentionally tampering with or damaging materials, online systems and resources, or other academic documents and resources.

Misrepresenting Relationship to the University: To misrepresent or misuse one's relationship to the University is to intentionally falsify or tamper with any information regarding one's status, performance, or relationship to the university for the purposes of academic gain. This includes altering, changing, forging, or misusing academic records or university documents for any reason.

Facilitation: The facilitation of academic dishonesty occurs when students knowingly or negligently aid others or allow their work to be used in a dishonest academic manner. Students also facilitate academic dishonesty when they are aware of violations, but either fail to report or falsely report these instances. This includes the unauthorized distribution of one's assignments, class materials, exams, or exam answers to other students or to online platforms with the intent of providing unauthorized assistance to current or future students. It also describes the act of omitting, misrepresenting, or falsifying information during academic proceedings or intentionally destroying evidence important to these proceedings.

[Appendix 01](#) includes detailed information on different levels of violation of the Code of Academic Integrity and corresponding sanctions.

[Appendix 02](#) includes guidance on how students can avoid plagiarism in their writing.

[Appendix 03](#) includes guidance on the responsible use of AI tools.

3. DISCIPLINARY SANCTIONS

Students found to be guilty of any acts of academic dishonesty will be subject to disciplinary action determined by the severity of the offense and the student's prior record (see **Appendix 01**). Sanctions are determined by the Academic Integrity Committee Hearing Panel.

Fulbright is committed to upholding the values of restorative justice and will work closely with all involved parties to determine the appropriate actions based on the individual's situation. The severity of the incident, and whether the incident represents a repeat violation, will determine the appropriate disciplinary sanction.

Any student who has received a disciplinary sanction has the right to appeal the original decision. Appeals must be made in writing to the Registrar. The findings of the appeal process are final.

4. PROCEDURES

If the Course Instructor detects a violation of this Code, as defined in Section 2, the Course Instructor will assess and analyze the case, and then communicate directly with the student(s) involved. The Course Instructor has the authority to make the decision on how to proceed for cases at this first stage. See **Appendix 01**.

4.1 Reporting and Investigation

If the Course Instructor has detected a violation of this Code and decides a formal charge is justified, the Course Instructor will gather the evidence and fill in the **Academic Integrity Report** (see **Appendix 04**) and send it to the respective Dean and Registrar's Office for record purposes no later than 10 working days following the date of first notification to the student by the Course Instructor of the allegation. The Registrar's Office will update the report on the student's academic records.

If the student denies the violation or does not agree with the formal charge, the student will submit a written statement of appeal to the Registrar's Office no later than five working days after being notified of the sanctions for the violation (see **Appendix 05**). The Registrar's Office will organize the Hearing according to *Section 4.3* and collect documentary evidence from the student and the Course Instructor in preparation for the Hearing.

A student who is accused of violating this Code is not permitted to withdraw from the course or request a leave of absence until the conclusion of the disciplinary process.

4.2 Alternative Resolution Process

Alternative resolution is a voluntary process that allows the student to accept responsibility for their behavior. The alternative resolution process is designed to eliminate the behavior, prevent its recurrence, and remedy its effects in a manner that meets the expectations of the respective Dean, the Registrar, and the Course Instructor. The alternative resolution process will only be used with the agreement of the respective Dean, the Registrar, the Course Instructor, and the student.

If the alternative resolution process had been used to address a previous violation of this code by a student, it would only be considered for a subsequent violation if extenuating circumstances existed.

For more information on using an Alternative Resolution Process, please refer to Section 7.3 of the Student Code of Conduct.

4.3 Hearing

The purpose of an Academic Integrity Committee Hearing is to investigate and reach an informed decision on allegations of academic dishonesty. The Hearing is a process unique to the academic community and its values, and is not adversarial or recriminating in nature. The duty of all persons participating in the Hearing is to support an objective, thorough, and conscientious exposition of the relevant facts. To preserve the rights of privacy, all Hearings shall be closed.

The Registrar will arrange for a Hearing to be held within 10 working days of submission of the student's written statement of appeal. The Hearing Panel will be convened by the Chair of the Academic Integrity Committee (AIC) and will consist of two faculty members and one member from Learning Support. The Chair of the AIC will serve as a non-voting member to facilitate the Hearing. The Registrar shall act as Secretary. The Course Instructor and the student shall be required to attend the hearing, and the student may request a student representative appointed by the Student Council.

In cases where more than one student is suspected of a violation of the Code, the AIC may decide to review the students' case(s) jointly as a group, or as individuals. If the AIC decides to review students' case(s) as a group, the students shall have the option to request that their case(s) be reviewed separately, as individuals.

Prior to the hearing, Panel members will receive and review a copy of the notification of charges, appeal, and documentary evidence provided by the Course Instructor and the student. At the Hearing, the Course Instructor and the student will be given the opportunity to present their accounts of the incident and present any witnesses or other individuals who may have relevant information about the alleged academic misconduct. Panel members will be given an opportunity to ask questions of the Course Instructor, the student, and witnesses.

The Panel will then deliberate in private to reach a decision, by a majority vote, on whether the evidence sufficiently supports the charge of violation of the Code. If the student is found to be responsible for academic misconduct, the Panel shall be informed of the student's prior record to determine whether the student has been found responsible for previous instances of academic

misconduct. Based on this information, the Panel will determine the disciplinary sanction according to *Section 4.4*.

4.4 Disciplinary Sanctions

The AIC Hearing Panel, after considering the level of the violation in reference to **Appendix 01**, will determine a disciplinary sanction from the following options:

a. Academic Warning: A warning is sent to the student by the Course Instructor and copied to the Registrar's Office to be filed on the student's record. An Academic Warning may include:

- Re-submission of the assignment with a penalty grade;
- Receive an F (fail) grade for the assignment;
- Removal of the student's participation in a group assignment/project.

b. Academic Probation: This disciplinary sanction will result in the student losing specific privileges. The privileges may include access to school facilities, student activities, work study programs, and scholarship opportunities. Academic Probation can range from one to two semesters.

c. Academic Suspension: This disciplinary sanction will result in the student being barred from enrolling in any courses for a period of one or two semesters. The student may also be barred from entering the Campus or the Student Residence. If the student receives an Academic Suspension a second time, their enrolment will be canceled, and they will need to apply for re-admission.

In some circumstances, additional mandatory meetings with the Learning Support team and/or Wellness counselor may be added to the final disciplinary sanction. In such cases, the Learning Support Manager will be the liaison for the coordination.

d. Withholding a degree: If the violation of this code is sufficiently serious, the Hearing Panel may recommend to the respective Dean that the University Registrar withhold certification of the student's degree.

4.5 Reporting and Records

The AIC Hearing Panel's decision will be communicated to the Registrar by the Chair of the AIC, and the Registrar will send written notification to the student, the faculty member, and the respective Dean detailing the decision and the sanctions imposed by the AIC Hearing Panel within five working days of the Hearing.

The Registrar will also record this decision on the student's record. See Section 9 of the [Student Code of Conduct](#) for more information on Student Conduct Records.

The formal communication to the student will include notification about the right to appeal against the decision and instructions on how to do so. See *Section 4.6*.

4.6 Appeals

A student may appeal the decision of the AIC Hearing Panel. An appeal must be submitted to the Registrar within 5 working days of the AIC Hearing Panel's decision being communicated to the student. Appeals will be conducted according to the procedure in Section 8 of the [Student Code of Conduct](#).

5. POLICY REVISION

This Code of Academic Integrity is effective from the date of signing. It will be reviewed due to the evolving needs of Fulbright University Vietnam every three (03) years. Any substantive changes will be reviewed and endorsed by the Academic Integrity Committee and respective Dean, and presented to President for approval.

APPENDICES

Appendix 01: Levels of Violation of the Code of Academic Integrity

The following categories define the levels of violation of the Code of Academic Integrity that may occur at Fulbright University Vietnam. Faculty and the Academic Integrity Committee (AIC) may use these guidelines to determine the appropriate level of violation and corresponding sanctions. A tiered system of consequences ensures proportional responses to violations of academic integrity.

Level I: Minor Violations

Level One violations are generally considered to be unintentional or less severe breaches of academic integrity. These include, but are not limited to:

- Using false excuses to delay submitting work or taking tests.
- Collaborating with others on an assignment when instructed to work individually.
- Receiving unpermitted assistance on an assignment.
- Failure to properly acknowledge sources or provide citations (including minor paraphrasing or copying phrases without attribution).
- Engaging in prohibited behaviors during exams, such as talking, having visible notes, leaving the exam room without permission, or looking at another's paper.
- Quoting or paraphrasing sources without proper citation, to a moderate extent (for example, 30% of a written essay).
- Committing other minor infractions that do not significantly affect the integrity of the work submitted.

Recommended Consequences for Level One Violations:

- Rewrite the assignment or paper in accordance with the instructor's guidelines.
- Receive a grade of zero for the original assignment or exam.

Level II: Moderate Violations

Level Two violations are more serious breaches of academic integrity and typically involve actions that deceive or mislead instructors and the university. These violations include, but are not limited to:

- Acquiring test or exam content from someone who has already taken it.
- Falsifying or fabricating bibliographies or sources.
- Using substantial portions of someone else's work without acknowledgment.
- Receiving or providing significant assistance, such as research, statistical help, or data collection, without acknowledgment.
- Submitting the same or substantially similar work for multiple courses without obtaining prior permission from the course instructor.
- Removing or restricting access to academic materials, such as textbooks or articles, to prevent others from using them.
- Using generative AI tools to produce substantial portions of an assignment without prior permission or in violation of explicitly stated course guidelines, for example, more than 30% of a written assignment.

Recommended Consequences for Level Two Violations:

- Consequences of Level One violations, plus:
- Final course grade penalty.
- A final course grade of "F" in cases of repeated or significant violations.
- The student may be reported for violation of the Code of Academic Integrity.

Level III: Serious Violations

Level Three violations are grave breaches of academic integrity and reflect deliberate or premeditated misconduct that undermines the academic process. These violations include, but are not limited to:

- Premeditated violations of Level Two violations involving significant portions of coursework.
- Copying from another student during an exam.
- Helping another student cheat on an exam or assignment.
- Using unauthorized electronic devices to access information during an exam.
- Submitting work that is copied almost verbatim from sources without citation.
- Fabricating or falsifying research or lab data.
- Taking an exam for another student or allowing someone to take an exam for you.
- Submitting altered exams or assignments for regrading.
- Downloading or purchasing papers, or copying major sections from the internet and submitting them as your own.
- Offering or accepting bribes related to academic work, such as payments for papers, assignments, or exam information.
- Using AI to generate entire assignments without permission or acknowledgment, presenting it as your own work.

Recommended Consequences for Level Three Violations:

- Consequences of Level One and Two violations, plus:
- The student will be reported for violation of the Code of Academic Integrity, and may face academic probation or suspension, based on the severity and context of the violation.

Level IV: Severe Violations

Level Four violations are the most severe breaches of academic integrity, typically involving intentional acts of dishonesty that undermine the fundamental principles of the university's academic mission. These violations include, but are not limited to:

- Repeated Level Three violations.
- Stealing an exam or other academic materials from a professor or university office.
- Falsifying transcripts to gain entry into the university or change academic records.
- Falsifying or altering official university documents.
- Soliciting or coercing someone else to produce and submit work on your behalf.
- Violating the Code of Academic Integrity for personal or financial gain (e.g., selling assignments or exams).
- Deliberately sabotaging another student's work to prevent them from completing their assignments.

- Creating or altering official academic documents (e.g., fabricating transcripts or application materials).

Recommended Consequences for Level Four Violations:

- Immediate expulsion from Fulbright University Vietnam with an F grade for relevant courses.

Appendix 02: How to Avoid Plagiarism in Academic Writing

Cite your source properly

When using words or ideas from another source, you must cite the origin of the information. You must provide the references (author, title of the essay, name of publication, date, etc.) in your Bibliography or List of References.

You can use different reference styles (e.g. Chicago, APA, Harvard, etc.), following the course instructor's guidelines. If you are unsure which style to use, check with your course instructor. You can also participate in various Learning Support workshops to learn how to use different reference styles.

Many universities offer resources for citation and referencing. For example, the Online Writing Lab (OWL) at Purdue University provides basic rules for most sources and useful examples of citation, from articles, books, and electronic sources to audiovisual media sources. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

You should always place quotation marks around a directly quoted passage to indicate that the words are not your own. Another method is to paraphrase, which is rewriting the same idea from a source into your own words. In both cases, citation is required. To learn more about quotations and paraphrasing, please contact the Learning Support team.

Use supportive tools to check your assignment's similarity to external sources

You can submit the assignment via Turnitin, an online tool, to check the similarity of your assignment to external sources. The tool helps to ensure that it is your original work and indicates where words or ideas come from other sources; this will show where you need to include appropriate citations in your assignment.

Get Academic Support

When in doubt about class assignment requirements, talk to your instructor for clarification. Furthermore, you can make an appointment with your instructor or use office hours to talk to him/her if you have any questions about what constitutes a violation of the code of academic integrity in the context of their course.

The Learning Support team is available to offer support and advice. A private consultation session can be booked via the Learning Support portal.

You can also get help from the Fulbright Library when doing research for resources. The Librarian can be reached via email library@fulbright.edu.vn.

Give your mind a break!

Students often put themselves under pressure to achieve the best results in learning, which can lead to you feeling overwhelmed. A great tip is to give your mind a little break while writing an essay.

You can book a session with Wellness Center for a stress reduction, mindfulness, relaxation information and positive energy gaining via wellness@fulbright.edu.vn.

Appendix 03: Guidance on the Use of AI Tools

Using Generative AI at FUV

As an FUV student, you understand that the process is often more important than the result. You know that simply getting the right answer is not enough. You also understand the value of struggling with the learning process. Finally, FUV students all understand that among the most important 21st-century skills they could develop is to become critical users of technology. When we look at all of these FUV values and competencies holistically we can easily understand the role of generative AI tools at this institution.

FUV does not unilaterally ban the use of generative AI. Such an action would deprive students of the opportunity to use a tool and ultimately become critical users of technology. While generative AI is a useful tool its utility is limited to synthesis and summary of existing ideas and it is incapable of the level of work required by most FUV classes. A student attempting to use current models of generative AI as a shortcut in their FUV coursework will not be well served by such an action. FUV as an institution places a premium on originality of thought and helping students to cultivate their independent points of view.

FUV as an institution values academic integrity, transparency, and intellectual freedom. Representing the work of a generative AI, such as Chat GPT, as original work is simply dishonest and is at odds with our academic values. Attempting to pass off the work of generative AI as your own fits our institutional definitions of misrepresentation and plagiarism, therefore attempting to pass off the work of generative AI as original work will be treated as a breach of the code of conduct.

Like translation, calculator, and grammar check software generative AI can be a useful tool for academic work. However, it is important to use this tool responsibly, critically, and ethically. By observing the norms and policies outlined below you can ensure that you are a responsible member of the FUV learning community.

1. Become a critical user of technology

Being a critical user of technology means that you use your technology and you don't let your technology "use" you. A critical user of technology is in the "driver's seat" managing and applying their critical thinking skills to AI-generated products and material. A critical user of technology understands that generative AI is something that is used as part of a process, not something that creates the final product. To that end, FUV students are expected to fact-check and review products of generative AI for logical consistency and ethical considerations.

2. Use AI tools ethically

The FUV Code of Academic Integrity is an ethical framework that FUV students can use to determine if their use of AI is ethical. Since FUV places a premium on originality and giving credit to authors of a given text, generative AI should not be used to generate written content for academic assignments. With permission from your instructor generative AI could be used for written content, however in these situations it must be clearly cited and referenced as an independent or outside source. Likewise, generative AI should not be used to generate visual content, or software code, for academic assignments, except when the course instructor explicitly allows and supervises the use of such tools. In all of these situations what makes the use of generative AI unethical is the fact that you are taking credit for work that was done by the AI, not by you.

3. Use generative AI tools responsibly

Responsible use of AI tools requires that students use these tools in ways that are consistent with our institutional values and norms to enhance their learning. That means that students should understand that they are ultimately the person who bears responsibility for any products generated by AI. Students are responsible for the critical use of generative AI and ensuring that the AI-generated content they use is accurate. Furthermore, students are responsible for ensuring that any use of generative AI is in line with the FUV Code of Academic Integrity.

4. Use AI tools with the support of instructors

FUV instructors have a lot to teach students about the use of AI. Students are encouraged to experiment with these powerful tools with the guidance of instructors. Instructors might support students with the use of AI for coursework or projects. In some situations, faculty members could grant permission for use of generative AI as part of coursework. In these situations, it is important to remember that even though an instructor has granted permission for the use of generative AI as part of course work students are still required to uphold the spirit of the Code of Academic Integrity.

Appendix 04: Academic Integrity Report

[F11-RO-FUV]

Academic Integrity Report

Each member of the community—student, faculty, or staff—shall file a report when he/ she witnesses a violation of the Fulbright Code of Academic Integrity. Report forms can be submitted to both Director of Undergraduate Studies and Office of the Registrar.

Information about witnesses will be redacted from the report form before it is shared with the accused student(s) to obtain the student(s)' response.

Alleged Violation Information

Date(s) on which the alleged violation occurred _____

Name(s) of the person(s) involved _____

Course Title – Course Instructor or situation in which alleged violation occurred:

Identify the specific type(s) of violation(s) _____

Describe the incident in detail (be as specific as possible regarding people, time, date, and other relevant items):

Student Information

Student Name (Print) _____ Student ID _____

Email Address _____

Names of Others You Think Might Have Witnessed the Incident

Sanction Imposed (for minor unintentional violations ONLY)

Signature

Student/Faculty/Staff (*signature and full name*)

Date

For Office Use Only

Date received _____

Initials: _____

Appendix 05: Notification of Report of Academic Integrity Violation

Subject: Notice Regarding Academic Integrity Report

Dear [...],

I am writing to you on behalf of the Registrar's Office and the Academic Integrity Committee. The purpose of this notification email is to inform you that an Academic Integrity Report has been filed regarding your recent work in **[Course Name and Number]**. The report relates to alleged violations of the University's Code of Academic Integrity. The report pertains specifically to **[brief description of the issue, e.g., "the citation of sources in your essay titled '[Essay Title]']**.

At this point you have two options: you can acknowledge responsibility for the violation, or you can contest the allegation. The choice is yours, but please consider your options carefully.

If you wish to contest the allegation, you must submit a written statement of appeal to the registrar's office by **[date 5 working days away]**. If you wish to contest the allegation and sanctions, you should be prepared to provide valid evidence and concrete documentation that supports your position. We encourage you to gather any valid and relevant materials or information and share them with the Registrar, who will organize an Academic Integrity Committee Hearing and will disseminate these materials to the Academic Integrity Committee Hearing Panel for review.

We understand that receiving this notice may be unsettling. We want to assure you that our primary goal is to uphold the academic standards of our community in a manner that is both just and educational. For a detailed overview of the Academic Integrity Committee Hearing process, please refer to the **Code of Academic Integrity**.

Please know that we are committed to a fair and educational process that respects the rights of every student. Should you have any questions about the procedure, please do not hesitate to reach out to the Chair of the Academic Integrity Committee.

Sincerely,

[Registrar]

[Chair of the Academic Integrity Committee]