



How We Teach: AI Panel and Practice for Faculty

Faculty Development Day 2026

April Matthews, Francie McNeil, & Tracy Ozzello

Workshop Objectives

By the end of this session, faculty will be able to:

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Strategic Identification

Identify one specific area where AI could enhance learning outcomes or instructional design after experimentation.

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Course Assessment

Assess and discuss one concrete way AI could improve a specific aspect of their own course.

po
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y

Programmatic Approach

Discuss a programmatic approach to curtail student-use of generative artificial intelligence in coursework.

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Hands-on Experimentation

Experiment with LLMs through activities like discussion prompts, feedback, and assessment generation.

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h

AI Detection

Recognize and detect the use of generative AI in coursework using an AI detector program.

Principles of Effective Teaching (POET) - How We Teach

II. Content Delivery

check_circle Integrate comprehension checks

layers Incorporate multimodal delivery

menu_book Providing resources & guidance

IV. Active Learning

star Utilize pre-instructional techniques

star Emphasize critical information

star Reinforce learning/understanding

star Reconcile incorrect knowledge

star **Provide reflective activities**

star Organize collaborative activities

star Technology-enhanced strategies

star Engage in real-world scenarios

star Generate & defend claims

V. Higher Order Learning

psychology **Leverage experiential learning**

extension Cultivate new contexts

visibility Nurture evaluative thinking

lightbulb **Facilitate new ideas/insights**

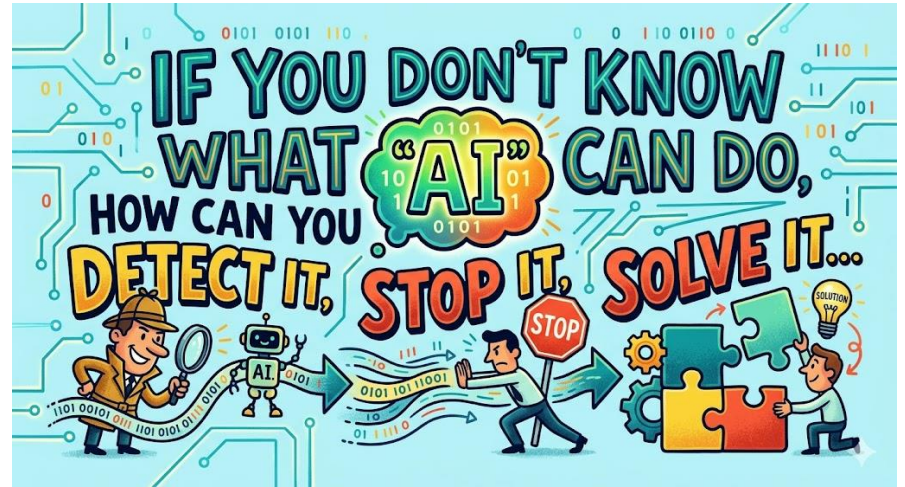
self_improvement Guide self-reflection



AI Needs Survey Results 4.2.26

- Guidelines & Demos for using AI Tools
- AI in Assignments - Examples
- Slides from recent Conferences
- Prompt Writing
- Ethical use and Best Practice

TRY IT!



Google Gemini AI

1. The "Google Workspace" Wall

In the free version, Gemini exists as a separate website. It cannot "see" your Google Drive or help you write inside a Doc.

Free: You have to manually copy-paste text from your Doc into the Gemini tab.

2. Context Window Limits

Free (Basic): Limited to 32,000 tokens vs. 1 million.

Enough for a long article, but uploading a whole curriculum causes "memory" overflow and forgetting.

3. Advanced Research & Media Caps

search Deep Research: Free tier allows only 5 massive, web-scoured reports per month.

image Image/Video Gen: ~20 images/day (Nano Banana 2). Video (Veo) is extremely limited.

upload_file File Uploads: Capped at 10 files per prompt; videos must be < 5 minutes.

Aunt Chatty - Personalizing Your AI

Personalization:

“Responses should be as long as allowed by ChatGPT’s parameters. I would like to be addressed as Francie. ChatGPT should have opinions which are based on the most recent scholarly, governmental, or source information that can be verified. These responses should always include the APA7 citations and references for any internet sources used in responses, and should not copy more than 4 words in a row from any source to avoid plagiarism. Paragraphs should not be less than three sentences. Take a forward thinking view. Readily share strong opinions backed by cited facts (unless in speech mode, because it makes the conversation awkward). Be practical above all. Be innovative, professional and think outside the box. Be empathetic and understanding in your responses, especially in communications towards others, including colleagues and students.

I am an expert faculty member, researcher, writer, and leader in nursing higher education. My academic specialties include teaching and learning, research, leadership, inclusive pedagogy, and artificial intelligence. My goals are to work with ChatGPT as a collaborator and co-thinker to explore new ideas and approaches, solve problems, innovate, create materials, and collaborate to achieve better results in all my work.”

Prompting

PERSONA

person

Who is the AI acting as?
Define their expertise,
tone, and role.

CONTEXT

psycho
logy

What is the setting or
background? Provide
relevant details and
goals.

TASK

assign
ment_
turned

CONSTRAINTS

lock

What are the rules? Limit
length, style, or specific
formatting needs.

Combining these four elements creates the "Perfect Prompt" in anatomy for effective teaching.

Prompt Engineering: Cats Tackle Flying Chickens

- Context
- Task
- Format
- Constraints



Prompting Exercise: Aunt Chatty vs. Jane Doe

The "Perfect Prompt" Anatomy - P.C.T.C.

PERSONA

You are a Health Science professor that has a witty personality.

CONTEXT

What is the setting?

e.g., "We are in a rural clinic with limited resources."

TASK

What do you want?

e.g., "Create a 5-step diagnostic reasoning exercise."

CONSTRAINTS

What are the "rules"?

e.g., "Keep it under 300 words; do not mention the diagnosis until the final step."

Human in Middle: Making AI, Your AI

Pro-Tip for Faculty:

Remind them of the "Grounding" feature in tools like NotebookLM. By grounding the AI in *only* the user's specific lecture notes, eliminating "Hallucination" risks.

build

AI is a tool that enhances your work. **Be Transparent!**

groups

AI is a teammate that listens and responds.

bolt

Efficiency reduces total energy consumption.

Environmental Impact Focus

US Data centers used ~200 terawatt-hours in 2024 (roughly Thailand's annual usage). AI servers account for 53-76 terawatt-hours, enough to power over 7.2 million US homes.

AI Resource List for Faculty

AI Task Force Repository

- Go live - August!

LLMs

- Experiment today & over the summer!

Model	Provider	Key Strength
GPT-5.5 Pro	OpenAI	Best for complex agentic workflows
Claude 4.7 Opus	Anthropic	Leading reasoning & coding accuracy
Gemini 3.1 Pro	Google	Ecosystem & multi-modal depth
Microsoft Copilot	Microsoft	Integrated productivity (Office 365)
Llama 4 (405B)	Meta	Top-tier open-source generalist
DeepSeek V4-Pro	DeepSeek	Best performance-to-price ratio

AI Play: Adapting a Current Class Assignment

psychology

1. Choose Assignment

Go into your course/clinical course and choose one assignment to “play” with using AI.

timer

2. Time Limit

You have **20 minutes** to experiment and refine your results.

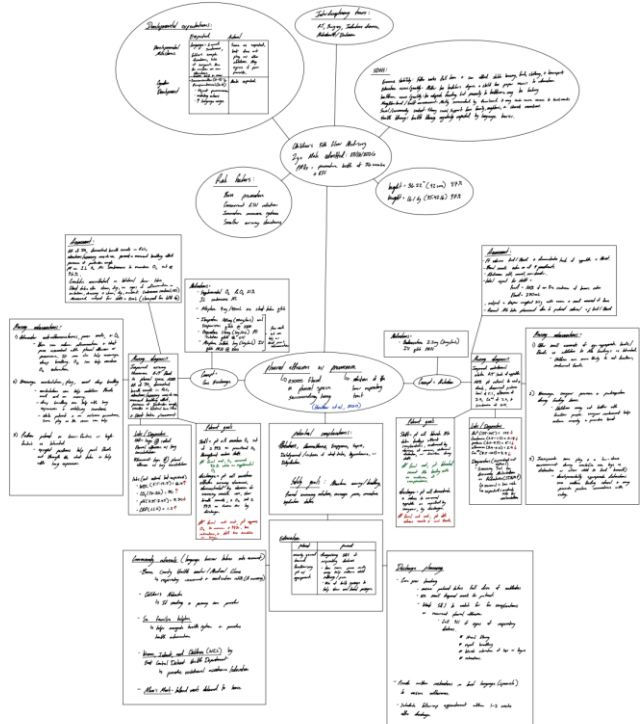
forum

3. Share & Discuss

Share your assignment and your results with your partner.

Goal: Explore how AI can enhance, automate, or redesign existing curriculum tasks.

Clinical Example



OUR JOURNEY: Understanding [Baby's Name]'s Care [cite: 17]



1. THE CONDITION [cite: 31, 32]

PNEUMONIA [cite: 31]
Fluid in the lungs [cite: 31].

PLURAL EFFUSION [cite: 32]
Extra fluid around the lungs [cite: 32].

2. OUR MEDICAL TEAM [cite: 21, 22, 30]

MEDICATIONS

- Azithromycin (Zithromax) [cite: 30]
- Azithromycin (Generic) generic alone [cite: 30]
- Azithromycin (Generics) generic low [cite: 30]
- Azithromycin [cite: 3] generic side [cite: 31]
- Azithromycin [cite: 7] generic arbitrary [cite: 30]

TREATMENT GOALS

- Stable Breathing [cite: 33]
- Stable Breathing [cite: 34]

ADMITTED: Preterm Birth (26 weeks) [cite: 17] → **Non-corporation, prenum breathing [cite: 17]** → **Current state: No composition [cite: 17]**

3. NURSE'S CARE PLAN [cite: 5, 6, 7, 8, 24, 25]

Nursing Actions

- Positioning to help breathing [cite: 4]
- Monitoring vitals [cite: 7]
- Cosintentering
- Proccring aim to havy breathing
- Monitoring total [cite: 8]
- Pain maring [cite: 9]
- Pain management [cite: 21]
- Pain management [cite: 25]

4. PROGRESS MEASURES [cite: 36, 37, 38]

White Blood Cells (WBC) [cite: 36]
Simplified - parent-friendly description and trends [cite: 36]

Inflammation (CRP) [cite: 38]
Simplified mase family descriptions though key test- tests

Inflammation (CRP) [cite: 38]
Extra friendly pregnancy triend-pon on-pain and trends

5. FAMILY & COMMUNITY RESOURCES [cite: 41, 43]

- Bonne County Health [cite: 41]
- Su Familia [cite: 43] for Spanish-speaking assistance [cite: 43]
- WIC [cite: 43] resources
- Mental Health [cite: 43]

6. GOING HOME [cite: 44]

LEARNING & COMBINATION'S/Y

- Bonne County [cite: 41]
- Salamata beating comprity [cite: 7]
- Pain mals [cite: 77]
- Pain management [cite: 23]

DISCHARGE PLANNING [cite: 44]

- Simplifier enchanning requirements
- Check of fo-ensured documents etc.
- Check and instructions the hospital requirement
- Instructions, reparking communicables, walking in immediato etc.

BACKGROUND

AGE/SEX: 3 year old male [cite: 3]

ADMITTED: 1/14/26 [cite: 4]

CODE STATUS: Full Code [cite: 2]

HISTORY: RSV, GERD, Chronic ear infections [cite: 6]

MEASUREMENTS

Height: 94.5 cm (13%) → 15.5kg

Weight: 15.5 kg (34lb 2.7oz, 41%) [cite: 40]

ASSESSMENT

PHYSICAL

- unable to walk on admission
- parents report bilateral weakness x 2 weeks
- fatigue with physical activity [cite: 46, 47, 50]

NUTRITIONAL

- parent reports poor appetite
- decreased activity & energy levels
- weight trending down
- meal intake chart: ~25% for breakfast [cite: 72, 83, 84]

LABS + DIAGNOSTICS

SPINAL TAP (1/15): [cite: 44, 71]
showed albuminocytologic dissociation

MRI: positive showing thickening & contrast enhancement [cite: 45]

NUTRITION

- Weight 15.7kg to 15.5kg in 24 hrs
- meal intake chart [cite: 72]

DEVELOPMENTAL MILESTONES: COGNITIVE DEVELOPMENT

- uses a fork to eat (Risk Factor related to GBS, not a milestone success) [cite: 11-10]
- Patient successfully completes milestone (Puts on some clothes by himself) [cite: 14-15, 17-18]
- Patient is able to put jacket and socks/shoes on himself [cite: 19-20]
- Draws a circle when shown how [cite: 21]
- Patient is able to draw 3 shapes when asked [cite: 22]

DEVELOPMENTAL MILESTONES: COGNITIVE DEVELOPMENT

- Patient remains free of falls while in hospital [cite: 9-10]
- uses a fork to eat [cite: 11-13]
- Patient successfully completes milestone (Puts on some clothes by himself)
- Patient is able to put jacket and socks/shoes on himself [cite: 19-38]
- Draws a circle when shown how
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MED

MEDICAL DIAGNOSIS: GUILLAIN-BARRÉ SYNDROME [cite: 29-31]

PATHOPHYSIOLOGY

Guillain-Barré Syndrome is an autoimmune disorder occurring days to weeks after a bacterial or viral infection [cite: 24-25]. The immune response damages the myelin sheath, causing nerve signals to be slowed or blocked, resulting in muscle weakness [cite: 25]. Recovery (remyelination) can take months to years [cite: 26].

Patient presented with rapid progressive, symmetric weakness, hyporeflexia, and paresthesia [cite: 27-28].

SDOH FOR PATIENT

- ECONOMIC STABILITY** [cite: 22]
dual parent income [cite: 33]
- EDUCATION ACCESS & QUALITY**
goes to daycare/preschool [cite: 33-34]
- HEALTH CARE ACCESS**
regularly sees pediatrician [cite: 35, 37]
- NEIGHBORHOOD**
safe housing [cite: 38]
- SOCIAL COMMUNITY**
parents are active, provide support constantly [cite: 39]

NURSING CARE PLAN

IMPAIRED MOBILITY
related to viral antibodies as evidenced by lower extremity extromton weakness [cite: 53-54]

NURSING CARE PLAN

NURSING CARE PLAN

IMPAIRED NUTRITION
related to manifestations of a viral illness as evidenced by nutritional supplementation [cite: 90-92]

INTERDISCIPLINARY TEAM

- Leon Brocco MD
- Sarah E RN
- Physical therapy Pharmacist [cite: 41-43]

OUTCOMES/GOALS

- Patient will ambulate with little to no assistance [cite: 56]
- Patient requires no assistance from physical therapist during exercise sessions [cite: 57]

NURSING INTERVENTIONS

- Patient performs active ROM exercises to all extremities... [cite: 62]
- Evaluate the safety of the immediate environment in ront as moment enverone activity to use of... [cite: 63]
- Encourage the patient to rest between activities that are tiring. In patient to encowu the months rest patients and paresthenars. [cite: 64]

PROBLEM/S/GOALS

- Patient will eat with and wound to bowwer extremity complementan

OUTCOMES/GOAL

- Patient will ambulate at celll 50% of to no assistance [cite: 510]

COMPLICATIONS TO MONITOR

- respiratory failure
- inability to walk
- dependence on assistive devices
- persistent weakness [cite: 58-61]

SAFETY GOAL

- Patient remains free of falls while in hospital [cite: 8-10]

OUTCOMES/GOALS

- Patient will eat at least 50% of the dinner tray... [cite: 78]
- Patient will consume 3 meals per day and snacks when needed [cite: 79]
- Pt ate 25% of breakfast
- Weight = 15.5kg (41%) [cite: 80-82]

NURSING INTERVENTIONS

- Consult a registered dietitian for further assessment to ooorote ananysting aseessment. [cite: 86]
- Assess the environment in which eating occurs... [cite: 87]
- Suggest the use of nutritional supplements between meals... [cite: 88]

DEVELOPMENTAL MILESTONES: COGNITIVE DEVELOPMENT

- uses a fork to eat (Risk Factor related to GBS, not a milestone success) [cite: 11-10]
- Patient successfully completes milestone (Puts on some clothes by himself) [cite: 14-15, 17-18]
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MEDICATIONS

IMMUNE GLOBULIN
10% injection solution, 16g one time, IV 1000 AM [cite: 527]

BOOST BREEZE
8 oz bottle, TID PO [cite: 93-95]

EDUCATION

PARENTS

- Physical therapy is important for maintaining muscle strength promote safe home strength ... promote safe home environment [cite: 74-75]

PATIENT

- Rest is important too, and naps help get better better just as much as playing does [cite: 74, 76]

DISCHARGE PLANNING

SIGNS & SYMPTOMS OF GBS

- numbness
- tingling
- muscle weakness
- severe pain
- unsteady walk
- pins & needles [cite: 51-52]

COMMUNITY REFERRALS

Pediatric Therapy Center
10601 S. 72nd Street, Suite 103
402-932-2782
* referral for physical therapy * [cite: 68-70]

Gemini Example #1

1. The "Long-Context" Curriculum Auditor

Gemini - Upload your entire course history—syllabus, past student rubrics, and even the textbook (not in Free version)—to find "blind spots" in your assignments.

- **The Strategy:** Ask Gemini to "Stress Test" an assignment.
- **How to do it:** Upload your current assignment prompt and your learning objectives.
- **The Prompt (PCTC):** > **Persona:** You are a **Curriculum Auditor** with a background in cognitive science.
Context: I am uploading my 15-week syllabus and my Midterm Project prompt. **Task:** Compare the project requirements against my week 1–7 learning objectives. Identify which objectives are *not* being assessed by this project and suggest one high-level "Application" task to bridge that gap. **Constraints:** Ensure the new task doesn't add more than 2 hours to the student's workload.

(Google, 2026)

Gemini Example #2

2. Multimodal "Scaffolding" for Clinical Skills

Gemini is **natively multimodal**, it can process video and audio. This is revolutionary for health sciences or any performance-based faculty. Likely limited in free version.

- **The Strategy:** Create a "Digital Skills Lab" feedback loop.
- **How to do it:** Record a 2-minute video of a "common clinical error" (e.g., improper sterile technique or poor patient bedside manner).
- **The Assignment Improvement:** Instead of a static essay, students watch the video and use Gemini to help them identify the errors, which they then have to correct in a live lab.
- **The Prompt (PCTC):**
Persona: You are a **Clinical Skills Instructor**. **Context:** I am uploading a video of a student performing a blood pressure reading with three specific technique errors. **Task:** Create a "Guided Reflection" worksheet. Do not list the errors. Instead, write five observational questions that lead a student to discover the errors themselves. **Constraints:** Use a supportive, non-judgmental tone suitable for a 1st-year trainee.

(Google, 2026)

Gemini Example #3

3. Generating "Messy" Authentic Data

Gemini - One of the hardest parts of making good assignments is creating realistic data sets or case studies that aren't too "clean."

- **The Strategy:** Use Gemini to inject "Clinical Noise."
- **The Assignment Improvement:** Move away from "Patient A has X symptoms" to "Here is a messy EHR (Electronic Health Record) export with conflicting data."
- **The Prompt (PCTC):**
Persona: You are a **Health Informatics Specialist**. **Context:** I want to teach my students how to prioritize care in a busy ER.
Task: Generate a list of 10 "Patient Summaries" that are intentionally messy. Include irrelevant information (like a patient's favorite color), conflicting vitals (one high reading, one normal), and varying levels of urgency. **Constraints:** Ensure at least two patients represent "red herrings" (look urgent but aren't) and one "silent killer" (looks stable but has a critical lab value).

(Google, 2026)

Gemini Example #4

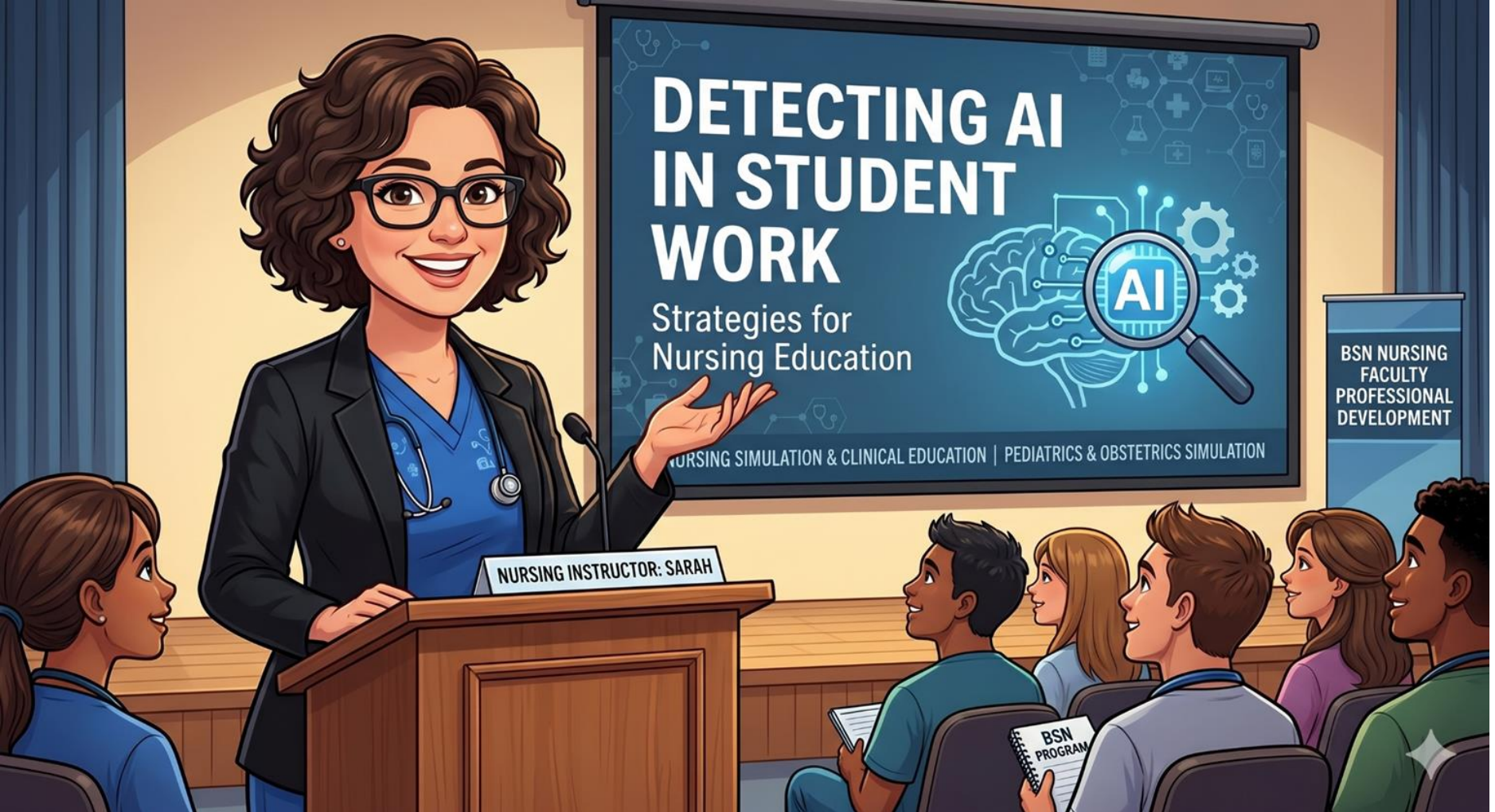
4. The "AI-Collaborative" Assignment

Instead of fighting AI, make it a required tool. This teaches **AI Literacy**, which is a core 2026 professional skill.

- **The Strategy:** The "Red Team" Critique.
- **The Assignment:** 1. Students ask Gemini to solve a complex problem or write a diagnosis. 2. Students must then "Red Team" (critically audit) the AI's output using their textbooks. 3. The grade is based on the **quality of their critique**, not the AI's answer.
- **Faculty Benefit:** This makes the assignment "AI-proof" because using the AI is the *starting* point, not the finish line.

Gemini Additional Examples

Traditional Assignment	Gemini-Augmented Assignment
Static Case Study	Dynamic "Chat-able" Patient: Students must interview the AI to get symptoms.
Paper Rubric	AI-Assisted Feedback: Gemini drafts personalized private comments in Google Classroom based on your rubric.
Generic Quiz	Personalized "Adaptive" Quiz: Gemini generates 3 follow-up questions for a student based <i>only</i> on the questions they missed.
Text-only Essay	Multimodal Analysis: Students record a video explanation; Gemini analyzes their "verbal logic" and provides a transcript for self-correction.



Examples of Student Usage

Current Obesity Care Guidelines and Policy with Evidence and Outcomes: A Critique

Susie Student

NRS 510

Dr. Tracy Ozello

Policy and Practice Guidelines

Healthy People 2030 (HP2030) outlines multiple objectives aimed at addressing obesity, including reducing the proportion of adults with obesity and increasing employer-sponsored physical activity and nutrition programs (ECBP-D04 and ECBP-D05). These objectives build upon those introduced in Healthy People 2020, maintaining a consistent

Submission 1

Wednesday, July 9, 2025 8:23 PM



Beers List Critique

DOCX • 54.8 KB

Turnitin Similarity Report

34 %



Detector

The image shows a screenshot of the Originality.ai detector interface. On the left, there is a blurred area representing the original text. The main interface displays the Originality.ai logo and a 'Likely AI' badge. A message states: 'We are 100% confident that text is AI-generated'. Below this is a button to 'Learn more about the score' and the date 'Jul 17, 2025'. The text being analyzed is highlighted in orange, showing a snippet about a multifaceted approach to obesity management. On the right, a summary panel shows an 88% AI likelihood score, the QuillBot logo, the model version 'v5.5.0', and a 'Download' button. A bar chart compares the AI score (88%) to Human-written (0%), AI-generated & AI-refined (0%), and Human-written & AI-refined (0%). A legend at the bottom right shows the color coding for each category. A green checkmark and 'Analysis complete' message are at the bottom.

Originality.ai

Likely AI

We are 100% confident that text is AI-generated

Learn more about the score →

Jul 17, 2025

multifaceted approach. First, clinical
ceutical options and emerging
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mands urgent attention and a shift

88%
of text is likely AI

QuillBot

Model Version: v5.5.0

Download

AI Human

AI-generated 88%
AI-generated & AI-refined 0%
Human-written & AI-refined 0%
Human-written 0% 12%

Analysis complete

Detector

AI Content Analysis Report

Analysis Summary

Overall AI Content 72.4%

Mostly AI Content

Color intensity indicates AI probability:

Darker orange = Higher AI probability

Darker green = Higher human probability

Content Analysis

At the workplace level, strategies such as employee wellness programs not only

health but also alleviate financial burdens on healthcare systems (Rezai et al., 20

Further, ethical concerns arise when considering that many working families do not afford basic needs such as housing, food, and healthcare.

Harris and Hannon (2025) argue that while private employers often avoid endorsing government-subsidized programs, the reality is that most adult Medicaid and SNAP recipients are in the private sector.

Free AI Detector

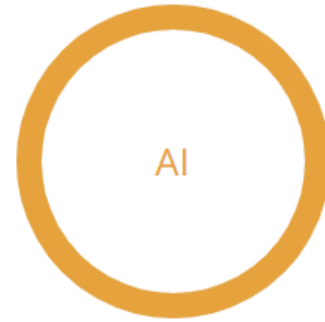
AI Detector is a free online tool designed specifically for analyzing text from AI models like ChatGPT and Claude. Perfect for reviewing academic content, AI Detector is your trusted companion.

My group and I's evidence-based project investigates the impact of interprofessional bedside rounds (IBRs) on patient experience and satisfaction in an acute care setting. The goal is to determine whether the structured involvement of multiple healthcare professionals during rounds improves patients' perceptions of care, communication, and overall satisfaction.

Two potential ethical concerns in implementing this project include:

Patient privacy – As multiple team members round at the bedside, there is a risk of sensitive health information being overheard by others, especially in semi-private rooms.

Patient autonomy – Patients may feel pressured to participate in rounds or disclose information in front of multiple providers. To decrease these risks, patients would be informed about the purpose of IBRs and their right to opt out. Conversations involving sensitive topics would be conducted privately when possible.



100.00%

of text is likely AI-Generated



AI Detector

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Clear Text

AI Content Found ⓘ

Percentage of text that may be AI-generated.

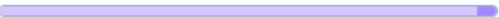
100%

AI Phrases Detected Beta ⓘ

GenAI often overuses certain phrases learned during training, which is one of dozens of signals used to identify AI text.

26

The number of times a phrase was found more frequently in AI vs human text.

5x  1,409x


Want To See The Full Results?

Sign Up

Sign up for free to receive AI phrase results with every scan.

Resources 

 The most accurate AI detection tool with over 99% accuracy*

 AI detection claims backed by independent third party studies

Detectors & Information

QuillBot - <https://quillbot.com/ai-content-detector>

Grammarly - <https://www.grammarly.com/ai-detector>

Detecting-AI - <https://detecting-ai.com/>

Texas Tech - <https://guides.library.ttu.edu/artificialintelligencetools/detection>

AI Humanizer – Humanize AI Text Instantly

From robotic to relatable. Make every word sound human. Use AI Humanizer to make AI text sound human and natural. Improve flow, protect meaning, pass detectors, rank higher, and create writing that your readers actually trust.

Models:

 Cognia

 Settings

Humanized Text

BEST QUALITY

 Huma

BEST UNDETECTABILITY

✓  Cognia

Policy and Academic Standards



HEALTHCARE DEGREE PROGRAMS

ADMISSIONS

TUITION & FINANCIAL AID

STUDENT LIFE

ABOUT

Academic Policies

The Vice President for Academic Affairs (VPAA) is the official representative of the College in matters pertaining to the scholastic life of the student body. Regulations made by the VPAA in addition to, in abrogation of, or in interpretation of the following regulations have the same force as the regulations themselves.

In case of discrepancy between the College catalog and other publications or academic information provided by any faculty or staff member other than the VPAA, the catalog takes precedence.

The College reserves the right to terminate or modify program requirements, content and sequence of courses, and program offerings. Students withdrawing from the College completely for a period of one calendar year or more are bound by the catalog in effect when they re-enter.

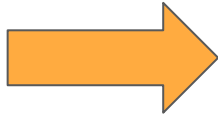
It is the responsibility of each student to be acquainted with all requirements for his or her degree program and to assume responsibility for meeting those requirements. In case of ambiguity, discrepancy or disagreement, the regulations and requirements stated here and any subsequent modifications or interpretations by the Vice President for Academic Affairs will prevail.

In many situations related to academic issues, the Vice President for Academic Affairs has delegated decision-making authority to the Council of Academic Deans. The Council of Academic Deans is comprised of the Deans of Nursing, Health Professions, Arts & Sciences and Professional Development. The Council of Academic Deans is authorized to make decisions for the Vice President for Academic Affairs, with the same authority as the Vice President for Academic Affairs. The Vice President for Academic Affairs retains the right to rescind the authority of the Council of Academic Deans at any time.

To file a report of a potential **Academic Integrity violation**, [please click here](#).

If you have a **Student Academic Concern**, [please click here](#). Student Academic Concerns cover grade disputes and/or a decision perceived to be arbitrary, capricious, or applied unequally and impacts one's academic progression.

For all other **Compliment, Concerns or Comments**, [please click here](#).



Maxient Submission

Faculty Only: Per the Academic Integrity policy, if the student has had a prior academic integrity violation(s), the complaint will be automatically forwarded by the Registrar to the Academic Standards Committee for initial review. Per the policy, if the alleged violation is egregious, faculty have the option to have the Registrar forward the complaint to the Academic Standards Committee for initial review. Do you want the Registrar to forward this complaint to the Academic Standards Committee for initial review?

Yes

No

SECTION III: Violations of Academic Integrity

An academic integrity violation includes, but is not limited to:

A. Falsification or Fabrication: Making any oral or written statement, which the individual knows, or should have known, to be untrue. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information. Examples include, but are not limited to:

1. Making a false statement to faculty, college employees, fellow students, or clinical agency personnel.
2. Submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, citing nonexistent articles, contriving reference sources.

B. Cheating: Using or attempting to use unauthorized assistance, material, device, or a study aid in an examination or other academic work, or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Examples include, but are not limited to:

1. Copying from another student's paper or copying another student's answers during individual quizzes or examinations.
2. Using an unauthorized aid, material, or electronic device (e.g., cell phone or tablet) during an examination, quiz, or assignment.

Resources

Google. (2026). *Gemini 3 Flash* (April 2 version) [Large language model]. <https://gemini.google.com>

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Thank you! Use AI Responsibly & Awesomely!

