**Instructor Checklist:**

**Incorporating Strategies that Promote Academic Integrity**

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| **Suggested Teaching Practices** |
| Discuss academic integrity with students   | **Checkbox Checked with solid fill** |
| Incorporate academic integrity activities | **Checkbox Checked with solid fill** |
| Provide academic integrity syllabus statements  | **Checkbox Checked with solid fill** |
| Include academic integrity as a learning outcome | **Checkbox Checked with solid fill** |
| Have students complete academic integrity modules  | **Checkbox Checked with solid fill** |
| Ensure teaching materials are properly cited | **Checkbox Checked with solid fill** |
| Encourage students to use support services at York | **Checkbox Checked with solid fill** |
| Foster connections amongst students | **Checkbox Checked with solid fill** |
| Clarify the difference between authorized and unauthorized collaboration  | **Checkbox Checked with solid fill** |
| Teach study and test-taking skills  | **Checkbox Checked with solid fill** |
| Provide instruction on referencing and intellectual property that is relevant to your field  | **Checkbox Checked with solid fill** |
| **Suggested Assessment Practices (Assignments)** |
| Provide assignment exemplars | **Checkbox Checked with solid fill** |
| Repeat assignment instructions in different formats (in-person, writing, video, etc.)  | **Checkbox Checked with solid fill** |
| Ensure assignment instructions and purpose are clearly stated and relate to the learning outcomes | **Checkbox Checked with solid fill** |
| Use an academic integrity assignment checklist  | **Checkbox Checked with solid fill** |
| Have students submit outlines, drafts or other process work  | **Checkbox Checked with solid fill** |
| Incorporate both low- and high-stakes assignments | **Checkbox Checked with solid fill** |
| Provide students with choice (i.e. topic, activity, assignment format)  | **Checkbox Checked with solid fill** |
| Provide challenging, “real-world" problems and processes authentic to your discipline) | **Checkbox Checked with solid fill** |
| Consider making Turnitin available to students so they can identify and correct potential plagiarism issues before they submit their work | **Checkbox Checked with solid fill** |
| Avoid reusing the same assignment prompts from semester to semester | **Checkbox Checked with solid fill** |
| **Suggested Assessment Practices (Tests and Exams)** |
| Provide information about tests/exams beforehand (e.g. structure of assessment, weighting of each section, what to study)  | **Checkbox Checked with solid fill** |
| Specify what which resources are not permitted (e.g. no cellphones, headphones, smart-watches, textbooks, notes, hats, etc.).  | **Checkbox Checked with solid fill** |
| Clarify the test policies (e.g. no communicating with other students)  | **Checkbox Checked with solid fill** |
| Create a practice quiz  | **Checkbox Checked with solid fill** |
| Make old tests available for practice | **Checkbox Checked with solid fill** |
| Create a seating plan for in-class tests/exams | **Checkbox Checked with solid fill** |
| Provide an academic integrity reminder on the front page of the test/exam  | **Checkbox Checked with solid fill** |
| Incorporate both low- and high-stakes tests | **Checkbox Checked with solid fill** |
| Ensure instructions and questions are clearly stated | **Checkbox Checked with solid fill** |
| Incorporate text/exam questions that require higher-order thinking  | **Checkbox Checked with solid fill** |
| For online multiple-choice tests, use eClass Quiz options (e.g. shuffled question order, time limits, multiple attempts, etc.)  | **Checkbox Checked with solid fill** |
| Consider redesigning online tests and exams so that they are open book format | **Checkbox Checked with solid fill** |
| Avoid reusing the same test questions and assignment prompts from semester to semester | **Checkbox Checked with solid fill** |