



### The Process

- I have read York University's the [Senate Policy on Academic Conduct](#)
- I am aware of the types of breaches that can occur and potential consequences
- I know what to do if I suspect academic misconduct and who to contact

### My Course

- On my syllabus, I have integrated an [academic integrity syllabus statement](#)
- I discuss [academic integrity](#) with my students
- I provide [reminders](#) about academic integrity throughout the term
- I clarify my expectations for the use of AI-based tools at the beginning of the term and remind students prior to each assignment
- I model integrity through various means (e.g., [cite sources](#) on teaching materials)

### My Students

- I connect students to academic integrity education, for example:
  - [SPARK module on Academic Integrity](#)
  - [Workshop on Academic Integrity](#)
  - [Academic Honesty@York modules](#)
- In eClass, I provide links to York [student supports and resources and](#) encourage students to use them

### My Assessments

- I provide an [academic integrity reminder](#) prior to tests and exams
- I provide clear guidelines on what is considered to be acceptable vs unacceptable for each assessment, including the use of GenAI
- I include resources on using GenAI where applicable, including [citation guides](#)
- Prior to assessments, I provide assignment exemplars and/or make practice tests available
- I repeat assignment instructions in different formats for students
- I provide students with an [academic integrity checklist](#) to use with their assignments
- I avoid using the same assignment prompts and test/exam questions from semester to semester
- My assessments are relevant and authentic and involve more application, evaluation, and analysis rather than passive recall



For questions about academic integrity resources, contact [academicintegrity@yorku.ca](mailto:academicintegrity@yorku.ca)