



## Course Design: Academic Integrity Checklist for Instructors

✓	<b>DESIGNING A COURSE WITH ACADEMIC INTEGRITY IN MIND</b>
	I have read UBC's regulation regarding academic integrity and have included links to it within my syllabus ( <a href="#">Vancouver</a> and <a href="#">Okanagan</a> ).
	I know what constitutes academic misconduct under UBC's regulation ( <a href="#">Vancouver</a> and <a href="#">Okanagan</a> ).
	I know who to report to within my Faculty if I suspect a violation of academic integrity has occurred in my classroom.
	I have communicated my expectations regarding academic integrity to my teaching assistants, markers and anyone else assisting me in the coming term.
	I have modelled best practices regarding academic integrity when designing my presentations for the coming term (e.g., citing materials and images in PowerPoint presentations used throughout the term.)
	I have made every effort to change examination questions and assignment questions each year.
	I will use multiple versions of exams whenever possible.
	I have scaffolded large projects into smaller chunks to avoid undue stress on students and inadvertently encourage academic misconduct.
	I have provided my students with clear course objectives and learning outcomes and ensured that my assignments clearly align with my course objectives/outcomes.
	I have provided students with enough time to complete all assignments and examinations and I have utilized <a href="#">UBC's Student Course Time Estimator</a> .
	I am aware of large group chat apps (GroupMe, Slack, WhatsApp, etc.) and will communicate my expectations regarding their use in my class with my students.
	I am aware of tutoring websites (CourseHero, Chegg, Quizlet, etc.) and will communicate my expectations regarding their use in my class with my students.
	I am aware of Paper Mills (schoolsucks.com, etc.) and will communicate my expectations regarding their use in my class with my students.
	I have reviewed UBC's open Canvas modules on academic integrity and I have integrated them in my course, as appropriate (self-enroll and self-guided): 1) <a href="#">Introduction to Academic Integrity</a> ; 2) <a href="#">Academic Integrity Matters (AIM) for Unauthorized Collaboration and Cheating</a> ; 3) <a href="#">Academic Integrity Matters (AIM): Writing and Plagiarism</a> .
	I have used <a href="#">UBC's Curriculum MAP</a> to generate a syllabus pursuant of Okanagan or Vancouver Senate rules and I have used recommended language in my syllabus.
	I am aware of student resources available to my students should they need support or feel that are being treated unfairly including the <a href="#">Office of the Ombudsperson for Students</a> .