



# ACADEMIC INTEGRITY CHECKLIST

## For Instructors

Check your learning materials and assessments before releasing them to students.

### When Creating Assignments

I have...

Applied techniques to reduce the chances of recycled submissions, such as rotating/refreshing assignments or modifying details and critical elements.

Re-read my instructions and have made every effort to write clearly and use plain language. If possible, I have asked a colleague to check my instructions for clarity.

Explained contexts that require knowledge of Manitoban or Canadian locations and traditions, considering that not all students are familiar with local institutions. (e.g., street names, events, industry associations, etc)

Described what a successful assignment will include and provided a rubric.

Described the context in which students will complete their work, whether it is individual or group work.

Provided guidance for how students can collaborate appropriately. (e.g., students can talk about ideas with classmates, but should not generate their work side-by-side).

Where appropriate, encouraged sharing and collaboration through authentic learning tasks that model the workplace.

Prepared a procedure for students to request extensions if they must miss deadlines, tests or exams, and explained it to students at the start of the course.

### When Creating Teaching Materials

All ideas and work copied from other sources have been cited, and are from legal sources. See *RRC Policy P7 for further details on Fair Dealing (Copyright)*.

If I have adapted materials and assignments from another source, I have listed the origin of the materials.

I have provided references in the same format that I request from students.

I am working to update inherited materials and assignments to meet the guidelines of this checklist.

# When Assigning Writing and Research Tasks

I have...

Provided guidance in finding credible sources of information.

Provided examples of what constitutes plagiarism.

Reviewed the citation style I would like my students to use.

Demonstrated how to use paraphrasing and direct citation.

Directed students who need additional support with research and writing to Library Services and the Academic Success Centre.

If possible, allowed time for students to submit an outline or draft for feedback, before the final due date.

Avoided general research tasks that can be easily outsourced to contract cheating providers or found on file sharing websites.

Where possible, asked students to integrate ideas from their own studies, experiences or local communities to make the assessment meaningful.

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To learn more about creating teaching and assessment materials that demonstrate integrity, visit the **Centre for Learning and Program Development**:

<https://www.rrc.ca/staff/teaching-essentials/flexible-online-delivery-model/deliver/>

