

A Teaching and Learning Approach to Academic Integrity

The College encourages instructors to view incidents of academic dishonesty as, first and foremost, teaching and learning opportunities. In dealing with violations of academic integrity, instructors should endeavor to teach students about the importance of being honest and ethical in their work: not simply because we say so but because students' character and learning depend on it. Instructors are also encouraged to look introspectively at ways they can improve the learning environment to preclude opportunities for cheating.

To this end, instructors should consider the following questions:

- Have I provided the College's policy on academic integrity to students in addition to my own expectations?
- Before giving an assignment or assessment for the first time, have I reviewed or emphasized with students the expectations and behaviors regarding academic integrity?
- Have I used this assignment or exam for multiple semesters?
- Is the assignment or assessment fresh and specific to my class, or is it something generic that can be found online or recycled from work completed for another or previous class?
- Does the assignment or assessment require application, synthesis, and evaluation of information rather than mere reporting or regurgitation?
- What else can I do to make cheating on this assignment or assessment virtually impossible?

By addressing these questions, instructors can improve the integrity of their curriculum and promote the integrity of their students. Nevertheless, infractions of academic integrity will be handled consistently and expediently.