Guidelines for Graduate Teaching
Welcome! This document contains general information and reference material required to support successful graduate teaching with the Lawrence S. Bloomberg Faculty of Nursing, University of Toronto.

Table of Contents
1. TEACHING
   1.1. Teaching Support: Centre for Teaching Support and Innovation (CTSI)
   1.2. Course Outlines / Syllabi
   1.3. Textbook Orders & Course Readings and References
   1.4. Library Resources
   1.5. Quercus
   1.6. Assignments
   1.7. ProctorU
   1.8. Grading Practices & Regulations
   1.9. Course Work Extension for Graduate Students
   1.10. Student Evaluation of Courses and Teaching Effectiveness Process
   1.11. Academic Integrity and Plagiarism
   1.12. Guidelines for Ethical & Professional Conduct for Nursing Students
   1.13. Resources to Assist with Challenging Students and Students in Difficulty
   1.14. FIPPA – Q&A’s for instructors
   1.15. A Guide to the Personal Health Information Protection Act
   1.16. Mask Fit Policy and Mask Fit Accommodation Form
   1.17. Working with a Teaching Assistant or Instructional Assistant

2. FACULTY GOVERNANCE
   2.1. Faculty Council and Committees
   2.2. Graduate Program Governance

3. SUPPORT AND RESOURCES
   3.1. Communications
   3.2. Building Access
   3.3. Administrative Staff: Who to Contact

APPENDIX A - University and Faculty policies for inclusion in course outlines / syllabi
APPENDIX B – Guidelines for Promoting Student Success
APPENDIX C – TA/IA Evaluation Form completed by Faculty Advisor (2020-2021)
APPENDIX D – Copyright Resources & Support (2020-2021)
1. TEACHING

1.1. Teaching Support: Centre for Teaching Support and Innovation (CTSI)

This Centre was created to assist in the development of instructional skills, recognize teaching excellence and ensure that an effective balance is established between teaching and research at the University of Toronto. Full details on the Centre for Teaching Support and Innovation can be found at the following website http://teaching.utoronto.ca. CTSI offers a wide range of support for online and in-class teaching. It regularly offers courses about topics such as the following:

- Meeting the Challenges of Larger Classes
- Responding to students in Crisis
- Dealing with Disruptive Behaviour
- Responding to Student Papers Effectively and Efficiently

If you work with teaching assistants, please encourage them to use the following services offered by Teaching Assistants’ Training Program (TATP):

- Seminar Series
- Individual consultation
- Onsite observation and peer feedback

For more information, consult the TATP website at http://tatp.utoronto.ca

1.2. Course Outlines / Syllabi: Guidelines for Preparing Course Outlines / Syllabi

All instructors are required to provide an electronic copy of course outlines / syllabi to the Graduate Program Assistant at least one week prior to the start of each term. Below are some important guidelines you need to know about:

- A copy of the course outline should be made available to students through posting on Quercus before class starts, or directly to students on the first day of class.
- The course outline should clearly indicate the course description, objectives, and evaluation methods. Students must be informed of all assignments including due date of each assignment, the weight each assignment carries in the grading plan, and lateness penalties. There is no university policy related to academic penalty for late assignments for graduate students. The LSBFON Curriculum Committee, however, has approved that a 5% per day late penalty be applied to all Master’s courses. You must specify what constitutes late and the 5% penalty per day in the course outline (e.g. Late assignments after the due date will accrue a late penalty of 5% each day). Late penalties will be calculated in final grades, even if this results in course failure.
- Although it is no longer mandatory to return a graded assignment to graduate students before the drop date each term, you are encouraged to continue this practice as appropriate.
- Group-graded work should not exceed 25% of the total grade.
- Marks for class participation should not exceed 20% of the total grade.
All graduate instructors are expected to use Turnitin.com (a tool to detect plagiarism – see also sections 1.6 and 1.11) and inform students at the start of the course that assignments will be submitted to Turnitin through Quercus.

The Grading Plan for each course must be submitted to the Faculty’s Committee on Standing for approval every term. Detailed instructions on how to submit grading plans will be sent to teaching faculty via e-mail in advance before each term begins.

Once a course outline has been distributed, assignments, tests and evaluations may only be changed if a majority of students in the class approve the changes. Consequently, such changes should only be considered in extraordinary situations. Please consult the Director, Masters Program or Director, PhD Program if you are considering a mid-course change in grading plan.

There are university and faculty policies that should be included in each course outline / syllabus. Please see Appendix A at the end of this package with the current information that must be included in each graduate course outline / syllabus. Please cut and paste these into your course outline / syllabus.

Each course outline should have our current faculty logo as displayed on the first page of this document. Please refer to the Faculty Logo in Sharepoint: https://utoronto.sharepoint.com/sites/nursing/administration%20office/Shared%20Documents/Forms/AllItems.aspx?e=2%3A06c9576c5c9f4197b2c2e7b229d486d3&id=%2Fsites%2Fnursing%2Fadministration%20office%2FShared%20Documents%2FCommunications%2FLetterhead

1.3 Textbook Orders & Course Readings and References

Textbooks must be ordered through the U of T bookstore. The contact person at the bookstore for our faculty is Dino Naccarato. Dino can easily be reached at 416-640-5831 or by email at dnaccarato@uoftbookstore.com - please use the following link for more information http://data.uoftbookstore.com/adoptions/

Publishers will provide course teachers and TAs with a free copy of the text. You must contact the publisher to do so (actually the sales representative for UofT). Dino Naccarato will be able to advise you about the publisher representative for you to contact to get a free desk copy of the text (they usually only do so for required textbooks).

You may choose to pull together a group of readings for your course to supplement, or as an alternative to a course textbook. In most cases, you will be able to compile an appropriate reading list using materials available electronically through the university library services (electronic journals, e-books, etc.) The library can assist you to put together links to materials, to facilitate student access. It is generally not appropriate to post pdf copies of articles in Quercus. However, in some cases it may be acceptable to copy and post a small excerpt from a reference (e.g. a single chapter from a textbook or a paper that is not available through the library’s resources) that would not otherwise be available to students. Please contact the library for assistance. In all cases, it is essential that you follow the guidelines established for complying with Canadian Copyright legislation. Refer to Appendix D for more information.

1) Updated Copyright Resources for Faculty: https://onesearch.library.utoronto.ca/copyright/resources
This is where the most accurate and up to date resources can be found for U of T faculty and instructors.

2) The following page outlines some course reading options available to instructors: https://onesearch.library.utoronto.ca/copyright/course-readings-information-instructors

3) This is the last memo sent by the Provost related to copyright compliance on campus. It’s specifically addressing the York case: https://memos.provost.utoronto.ca/recent-access-copyright-decision-and-its-impact-on-the-university-of-toronto-pdadc-3/

UofT copyright office has a free syllabus service: https://onesearch.library.utoronto.ca/copyright/course-readings-and-reserves-support. The syllabus service provides permanent links to online resources available in UTL’s collection for your syllabus, they also provide a section for accessing UTL resources within your Quercus site.

1.4. Library Resources

The University of Toronto does not support departmental libraries. Textbooks will not be purchased and maintained for our departmental or faculty use. Individual faculty members should contact the University of Toronto library services and request that they purchase appropriate texts, or place material on reserve for specific classes. We have a liaison librarian, Mikaela Gray assigned to us. Mikaela Gray can be reached at mikaela.gray@utoronto.ca.

The U of T Library system offers a variety of sessions on how to use its resources. Please consult www.library.utoronto.ca for more information. You should each have access to our outstanding library system. Procedures for accessing to the library are provided to you when you secure your academic appointment. If not, please contact the Finance Director, Stephanie Mack stephanie.mack@utoronto.ca.

1.5. Quercus

Quercus is the University of Toronto’s Learning Management System (LMS).

Courses are offered remotely / online (e.g., through Quercus) for Fall 2020 (with the exception of clinical practicums and scheduled simulation labs). Students will all have access to Quercus for your course. You post the course outline, announcements, class notes, and so on via Quercus.

The following 2 sections immediately below contain student information that should be posted within your Quercus course and within all course outlines. Please note that the course outline information is identified in the later section (Appendix A) titled ‘IMPORTANT UNIVERSITY AND FACULTY POLICIES’, cut and paste this information into your graduate course outlines.

Notice of video recording and sharing (including permissible download; prohibited re-use)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.
Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

**Equity, Diversity and Inclusivity**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.

You will also use the Grade Centre in Quercus to collect and return student assignments, and to post student grades for individual assignments and tests (students are able to view only their own grades.) Please do NOT use the Gradebook to calculate final grades. An Excel sheet will be sent to you for this purpose. If you require orientation and support for Quercus, go to the Quercus Support Resources at [https://q.utoronto.ca/courses/46670](https://q.utoronto.ca/courses/46670) or contact Neal MacInnes at [neal.macinnes@utoronto.ca](mailto:neal.macinnes@utoronto.ca) for help.

**Note:** The course website in Quercus has to be opened on the Monday 9 am of the start of the term.

1.6. **Assignments**

In general, the instructors for each course are responsible for collecting and returning all written assignments. Students are responsible for ensuring that the instructor receives each assignment on time.

**Handing in Assignments**

Students are expected to keep drafts and preparatory work of their completed assignments and copies of their final papers (you may want to remind them of that expectation). Drafts and preparatory work must be made available to course faculty upon request. Generally, assignments are submitted via Quercus.

Instructors are expected to require students to submit their assignments to Turnitin using [Quercus](https://q.utoronto.ca/courses/46670) to assist them in the detection of plagiarism. Detailed instructions on the use of [Turnitin](http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/) can be found through the Centre for Teaching Support and Innovation at http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/

Students must put on the front page of each assignment:

(1) Course name,

(2) Course number,
(3) Instructor name,
(4) Student Name and number or Student initials and number if they prefer to leave out their name.

Faculty are encouraged to remind students that the assignment submitted to Turnitin via Quercus and the assignment submitted directly to the faculty MUST BE identical. Faculty are encouraged to verify these submissions are identical. Note: Instructors can add a “Plagiarism Review” option to their assignments via Quercus and select Turnitin so if students are submitting assignments online (e.g. for online courses) they need to submit only once. Instructors may also make Turnitin reports available to students upon assignment submission for learning purposes.

Faculty cannot edit/evaluate draft assignments from students prior to the assignment submission. Faculty are encouraged to remind students not to submit draft assignments to the instructor/TA for feedback before the due date.

Returning Assignments to Students

Effective September 2011, teachers do not have to hold on to final assignments until final grades are approved. You can return final assignments / release grades for final exams to students before the Committee on Standing approves all course grades for that term.

For on-line courses, graded assignments can be returned to students via Quercus. It is generally not possible to return graded examinations via Quercus. Students wishing to review their exam results should arrange to meet directly with the instructor (or Teaching Assistant) via telephone. Normally, assignments are evaluated and returned to students within **two weeks of submission** but must always be evaluated and returned within four weeks after submission.

It is advisable to keep a copy of graded examinations for one year following the end of the course. Other records used for student evaluation (e.g. class participation/ attendance tracking forms) should also be retained by the instructor for one year.

1.7. **ProctorU**

The University of Toronto Master of Nursing NP Field, Health System Leadership and Administration Field, and Post-Master of Nursing Nurse Practitioner Diploma programs offer students the opportunity to take exams at home with online proctoring. In such cases, the Faculty uses online proctoring services to ensure exam integrity. The Faculty of Nursing contracts with an organization called ProctorU to complete online proctoring for students taking examinations online. Students who take their examinations online must agree to be proctored by ProctorU throughout the duration of the exam. ProctorU provides live proctoring by highly-trained human proctors.

Students must first confirm their identity with photo ID with the human proctor. The proctor then closely monitors students throughout the entire exam using webcams and remote desktop monitoring through high-speed Internet connections. All components of proctoring must be maintained for the duration of the exam. During the exam, the proctor may reach out to the student if they lose the ability to proctor the exam (camera view obstructed/loss of remote desktop view). If the proctor contacts the student during the exam through a pop-up message,
voice, or a loud beep, the student is expected to respond to the proctor. Failure to respond to the proctor to allow proctoring threatens the integrity of the exam. This will be investigated to determine whether an academic offence has been committed as per the University of Toronto Governing Council Code of Behaviour on Academic Matters. Students who do not agree to be proctored by ProctorU must take their examination on campus at the University of Toronto or at an approved Exam Testing Centre (at the expense of the student) at the same time as the exam is offered online. In such cases, students must notify the Faculty at least two weeks in advance so that appropriate arrangements can be made.

At the completion of the exam, a report of student exam-taking behaviours is generated and reviewed by Faculty and IT staff. Exam grades will NOT be released to students until the integrity of the exam has been verified through ProctorU, the Faculty of Nursing IT staff, and relevant teaching Faculty.

1.8. Grading Practices and Regulations

Grades must be submitted by the designated grade submission deadline for each term. A grade Collection List for each course together with detailed procedures on how to submit grades will be sent to each teaching faculty well in advance. It is imperative that marks are calculated and reported accurately. Please check your grade calculations and grade entry carefully before you submit final grades for your course. Instructors do not release final grades, but may release graded assignments to students.

University Assessment and Grading Practices Policy can be found at http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf. Students should consult the School of Graduate Studies (SGS) Calendar or website: www.sgs.utoronto.ca for information on grade scales and grading procedures.

<table>
<thead>
<tr>
<th>Letter Grade Scale</th>
<th>Numerical Scale of Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>85 – 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 – 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>FZ**</td>
<td>0 – 69%</td>
</tr>
</tbody>
</table>

** FZ = Fail

Communication about Academic Progress

If a student receives an unsatisfactory grade on an assignment, the instructor must contact the student to discuss the failing paper/exam and strategies for success. Please ensure that you keep documentation related to the discussion. Instructors should also contact any student who does not join the course online.
Appeals Procedures

Graduate students and faculty should consult the "Appeals" section in the School of Graduate Studies Calendar or on the SGS website (http://www.sgs.utoronto.ca/).

Reporting Summary Grades for Assignments Throughout Each Course

Graduate students have requested that graduate teaching faculty consistently report course assignment summary grades in the course for assignments where appropriate. Please provide the mean, median and/or mode of each assignment to students whenever appropriate. To protect the privacy of students, you need not provide grade ranges.

1.9. Course Work Extensions for Graduate Students

Students are expected to complete coursework by the deadline(s) both of the School and of the graduate units in which they are registered and are advised to plan their projects accordingly. Requests for short extensions for individual assignments may be considered by the course instructor consistent with the information provided in the syllabus regarding late penalties.

In an exceptional circumstance, e.g. death in family or medical illness, a student may be allowed to write an exam out of sequence or receive an extension on an assignment. In response to the COVID-19 pandemic, U of T is temporarily suspending the need for a doctor’s note or medical certificate for any absence from academic participation in the University. All students have been instructed to self-report flu-like or cold symptoms as well as any other health related absence via ACORN in lieu of a note from a licensed health care provider. The Assistant Dean & Registrar will download lists of students who have self-reported a health related absence on a regular basis. You can reach out to your Program Director if there is a student you are concerned about to see if they have self-reported an illness on ACORN. The student still needs to contact the instructor as soon as possible prior to the exam/assignment deadline to discuss the concern with the exam date or assignment deadline. Please allow for leeway in these extraordinary times and reach out if you have additional questions. If a makeup sitting for an exam or an assignment deadline extension is granted, an alternate date needs to be set as close to the date of the original exam/assignment due date as possible. In case of an exam, you will be asked to complete the Declaration of Confidentiality for Students Sitting Tests/Examinations at Other Than the Regular Specified Time.

i) Petitions for course work extensions

The authority to grant an extension for the completion of work in a course beyond the original SGS deadline for that course rests with the graduate unit in which the course was offered, not the instructor of the course. (Students should discuss this with the course professor, but the student must submit a formal petition for course extension.) Students will petition the graduate unit for extensions, using a standard form provided by SGS at http://www.sgs.utoronto.ca/Documents/Extension+to+Complete+Coursework.pdf . The completed form should be submitted to Heather Thomson, Director, Master’s Program (for MN courses) or Edith Hillan, Director, PhD Program (for PhD courses) for approval.
The deadline for requesting an initial extension is the deadline for completion of course work and grade submission for courses offered in the relevant session, as specified in the SGS calendar or course syllabus/outline.

A student on extension who is unable to complete the required course work in the extension period specified by the graduate unit may apply to the graduate unit for a continuation of the extension (subject to the time-limits and deadlines for extensions, set out below); however, the student must make such a request before the expiry date of the extension period in place.

**ii) Grounds for course work extensions**

Legitimate reasons for an extension can be academic in nature - e.g., unexpected problems of research in a course - or nonacademic - e.g., illness. In order to ensure as much uniformity and fairness as possible in the granting of extensions (or continuations of extensions), the relevant graduate unit must be reasonably certain that:

a. the reasons for the delay are both serious and substantiated: the student is to provide a statement detailing the reasons, together with a physician's letter in the case of illness;

b. the student would not be granted an unfair academic advantage over fellow students in the course;

c. the student would not be placing in jeopardy the normal and satisfactory completion of new course work; and

d. the student does have a reasonable chance of completing outstanding requirements within the time to be allotted.

**iii) Time-limits for course work extensions**

If a graduate unit grants a petition for an extension, it must specify an extension period, which is not to run beyond the SGS deadline for completion of course work and grade submission following the original SGS deadline for the course (i.e. the end of the following semester.)

If a student is granted an extension for course work completion, the instructor should indicate “SDF” (standing deferred) when submitting the grade sheet for the course.

**1.10. Student Evaluation of Courses and Teaching Effectiveness Process**

Course and teacher evaluations play an important role to formally evaluate student learning and teaching effectiveness.

Effective Fall 2011 academic term, we participate in a university-led ‘Student Evaluation of Courses and Teaching Effectiveness Process’ process. Students are invited electronically to complete course evaluations. Course evaluations include 3 types of evaluation items: university-wide, faculty/department- specific, and teacher-specific. You will be invited to select up to 5 items from a pre-set bank of teacher-specific items to include in the evaluation of each course.
you teach. Summary responses to these teacher-specific items are private to you alone. Summary responses to the eight university-wide items as well as the two departmental items will be made available across our faculty community. Faculty may opt out of faculty-wide dissemination of course evaluation results. For more information on the course evaluation framework, please refer to the CTSI website at http://www.courseevaluations.utoronto.ca.

Increasingly, student feedback is an essential component of tenure, promotion and re-appointment reviews so you are strongly encouraged to highlight the importance of student evaluation of your course to students. The CTSI website has resources and tips to help you talk to your students about course evaluation. Visit http://courseevaluations.utoronto.ca for details.

1.11. Academic Integrity and Plagiarism

It is essential to emphasize the importance of academic integrity to your students. Please refer to the following website for useful tips and guidelines: http://academicintegrity.utoronto.ca/.

Plagiarism is one of the most common academic offences. The University provides various resources on how to avoid, and detect plagiarism. There are other types of academic offences so please carefully review the University policy on the Code of Behaviour on Academic Matters (effective July 1, 2019):

Turnitin.com is a tool that assists in detecting textual similarities between compared works. Detailed instructions on how to use it are provided in online user manuals and can be found at https://www.turnitin.com/. Instructors are expected to use turnitin in all graduate courses. You must include the following statement in your course outlines (updated August 2019):

Normally, students will be required to submit their course assignments to Turnitin via Quercus for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site and within Quercus. You can read the conditions of use on the Centre For Teaching Support & Innovation Website: https://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/#turnitin1

Students do have the option of handing in rough notes of their paper if they are opposed to using Turnitin. These students should approach faculty in advance.

Email help for turnitin is available on a 24-hour basis from helpdesk@turnitin.com.

The following link also provides useful tips and services to deter plagiarism: http://writing.utoronto.ca/teaching-resources/deterring-plagiarism/.
Instructors are expected to meet with students that are suspected of plagiarism, and to inform Heather Thomson, Master’s Program Director and Ann Tourangeau, Associate Dean, Academic. Meeting with students about potential academic dishonesty cannot be delegated to the TAs.

1.12. **Guidelines for Ethical & Professional Conduct for Nursing students**

Nursing students are expected to commit to learning and accepting the ethical standards of conduct of the profession. **Guidelines for Ethical & Professional Conduct for Nursing students**: https://bloomberg.nursing.utoronto.ca/current-students/ethical-professional-conduct#content1 were designed to assist students to provide ethical nursing care and to meet the Faculty’s expectations regarding ethical and professional conduct.

The Faculty’s Guidelines complement the following University’s policies:

- **Code of Behaviour on Academic Matters**

- **Code of Student Conduct**

- **Standards of Professional Practice Behaviour for all Health Professional Students**

Please ensure that your students are aware of the **Guidelines for Ethical & Professional Conduct for Nursing students** and the University’s policies.

1.13. **Resources to Assist with Challenging Students and Students in Difficulty**

From time to time faculty encounter students who are struggling to meet course expectations, or who present challenges in terms of effective teaching and learning. While these issues can often be addressed directly by the course instructor, it may be helpful at times for the student to access additional supports. Faculty should also discuss the situation with the Masters or PhD Program Director, as appropriate.

The University has several services and resources to support students who are experiencing difficulty. Below is list of services to which you can direct students. If it is an emergency situation, use the link for **Responding to Distressed Students** [http://studentlife.utoronto.ca/DistressedStudent.htm](http://studentlife.utoronto.ca/DistressedStudent.htm). If it is outside business hours, there are more **Emergency Resources** available at this link: [http://www.studentlife.utoronto.ca/hwc/emergencies#node-1086](http://www.studentlife.utoronto.ca/hwc/emergencies#node-1086)

**Safety**
[www.safety.utoronto.ca](http://www.safety.utoronto.ca)
This website provides information on supportive resources and programs to address safety needs on campus.

Academic Success Centre (ASC)
[https://studentlife.utoronto.ca/department/academic-success/] 416-978-7970
Academic Success Centre presents workshops and lectures that are tailored to specific needs of students and programs. Their Drop-in Centre offers students assistance in developing study strategies and writing skills.

Health and Wellness Centre (Formerly Counselling and Psychological Services [CAPS])
[https://studentlife.utoronto.ca/department/health-wellness/] 416-978-8030
The Health & Wellness Centre provides a variety of services for registered students including mental health services such as short-term individual counseling and group therapies for anxiety, low or depressed mood and resilience (e.g. Mindfulness-Based, Cognitive-Behavioural Therapy for Anxiety) and psychiatric medication services. Students also have access to counselling services on-site at the Faculty of Nursing through an Embedded Wellness Counsellor, Leah Direnfeld. Students can call 416-978-8030 to book an appointment.

Graduate Student Wellness Portal
[https://www.sgs.utoronto.ca/resources-supports/wellness-portal/] Graduate Student Wellness Portal is an online tool for graduate students looking for mental health services, resources and academic support.

Accessibility Services
[https://studentlife.utoronto.ca/department/accessibility-services/] Accessibility Services facilitate the inclusion of students with disabilities into all aspects of university life. It provides guidelines to faculty on how to accommodate students with disability.

Writing Support for Students
[www.hswriting.ca/]
Health Sciences Writing Centre provides one-on-one sessions for both undergraduate and graduate nursing students. Both in-person and online support is available.

Please also refer to APPENDIX B on the suggested process to support your students with academic concerns.

1.14   FIPPA – Q&A’s for instructors

The document, FIPPA – Q&A’s for instructors has outlined best practices for student-faculty interactions. It should be interpreted in light of the U of T’s Policy on Access to Student Academic Records, the Grading Practices Policy, and the Policy on Official Correspondence with Students. Please refer to the document at the link below from the website of the vice-president and provost office:
1.15 **A Guide to the Personal Health Information Protection Act**

This guide was created to give health information custodians a basic understanding of how the Personal Health Information Protection Act applies in the course of day-to-day activities: [https://www.ipc.on.ca/wp-content/uploads/Resources/hguide-e.pdf](https://www.ipc.on.ca/wp-content/uploads/Resources/hguide-e.pdf)

1.16 **Mask Fit Policy and Mask Fit Accommodation Form**

The Faculty’s Mask Fit Policy was approved in January, 2020. This is not a departure from our current practice but the policy establishes a formal opportunity for accommodation related to mask fitting and implications for student practicum experiences for those requiring accommodation. The form should be initiated by a student, signed by the student as well as by the Director of the Clinical Education Office and the student’s Program Director.

Please refer to the policy document and the accommodation form from the Faculty website: [https://bloomberg.nursing.utoronto.ca/current-students/placements/graduate/graduate-program-practicum-requirements/#content3](https://bloomberg.nursing.utoronto.ca/current-students/placements/graduate/graduate-program-practicum-requirements/#content3)

1.17 **Working with a Teaching Assistant or Instructional Assistant**

Some graduate courses have Teaching Assistant (TA) positions or in the case of some NP courses, Instructional Assistants (IA) positions assigned to them. Please note that TAs are our PhD students and IAs are NPs hired externally to fill the TA vacancy after the PhD pool has been reviewed. If you have a TA/IA position associated with your course, you will be advised how many hours of TA support are available to you. You have some flexibility with respect to how you use the TA/IA hours. In general, TA/IAs can provide assistance with marking assignments and tests, facilitating student understanding of material through on-line/in-class discussions and individual student consultations, and preparing instructional materials. It is also appropriate for TA/IAs to have an opportunity to deliver some course content, with the guidance of the course instructor. Ultimately, the course instructor is responsible for the consistency and quality of grading in the course, which will require calibration with, and oversight of grading completed by the TA. The course instructor is also solely responsible for communicating with students around failing grades on assignments and tests, and academic integrity issues. Faculty have the responsibility to advise students about the specific role(s) the TA(s) will have in the course.

The Teaching Assistant Training Program (TATP) is an excellent support program for TAs offered through the Centre for Teaching Support and Innovation (CTSI). New TAs are required to attend 4 hours of training (TAs are paid for this education), during their first TA assignment. Continuing TAs could have an additional hours of education, if needed, and these hours are included in their paid hours. TA training only applies to our graduate students. More information is available at the TATP website: [http://tatp.utoronto.ca](http://tatp.utoronto.ca). A CUPE 3902 Training Request Form must be signed by you as their supervisor.

Supervisors are responsible for completing the Description of Duties & Allocation of Hours (DDAH) form, and arranging a meeting to discuss the form with their Teaching Assistant(s) prior to the commencement of duties and at the mid-point of the appointment. Please note that the DDAH form must allocate time for these meetings. The completion of the DDAH form is an
important tool for providing instructional guidance to employees in respect of their duties, and care should be taken to ensure that sufficient detail is provided. As a reminder, Departments may be selected for an audit in accordance with Article 16:08 (b) of the Collective Agreement. For your reference, a current copy of the DDAH template is available at [https://bloomberg.nursing.utoronto.ca/wp-content/uploads/2017/07/CUPE3902-DDAH-form.pdf](https://bloomberg.nursing.utoronto.ca/wp-content/uploads/2017/07/CUPE3902-DDAH-form.pdf)

You should plan a meeting with your TA/IA prior to the start of the course to determine the allocation of TA hours within the course. In making this determination, it is advisable to consider both the nature of the support you will require, as well the needs of the TA/IA as a developing scholar. You will need to complete the DDAH form that both you and the TA/IA will sign. This form is submitted to the Associate Dean Academic’s Office at the beginning of the term, and subsequently reviewed (and updated if necessary) at mid-term. The DDAH form will require signing of both the instructor and TA/IA a second time following the mandatory mid-course meeting (even if there are no changes). The DDAH form is submitted again to the Associate Dean Academic’s Office.

Towards the end of a term or course, students will be invited to provide an evaluation of TA/IA effectiveness (if appropriate) through an online evaluation process. As well, faculty will be expected to provide every assigned TA/IA with a written evaluation (see Appendix C) for each course as feedback on the TA/IA’s effectiveness in the course. Near the end of the course, you will be asked to complete a short evaluation form related to the TA/IA’s performance in your course. This evaluative information is provided to the TA/IA to support her/his ongoing development. You may also wish to debrief in person with the TA/IA at the end of the course. For any inquiries related to working with a TA/IA, please email associatedeanacademic.nursing@utoronto.ca.

2. FACULTY GOVERNANCE

2.1. Faculty Council and Committees

i) Faculty Council and its Standing Committees

Faculty Council is the highest governance body at the Faculty. It is comprised of 6 standing committees.

Roles of Standing Committees of Faculty Council

**Executive Committee** - executes policies of Faculty Council and makes recommendations on membership of standing committees

**Committee on Standing** - oversees grading plans for all courses; addresses issues concerning students’ academic standing.
Admissions Committee - approves admission of qualified applicants to all Programs, and makes recommendations on entrance requirements
Curriculum Committee - reviews and reports recommendations to Council on changes to all existing curricula and policies regarding program delivery
Awards Committee - selects candidates for awards & reviews award/funding policies
Appeals Committee - All graduate student appeals are governed by SGS policies. The Graduate Department Academic Appeals Committee (GDAAC) considers graduate academic appeals as a first step in this process.

ii) Faculty Program Committees

Undergraduate Program Committee:
All faculty who teach in the undergraduate program usually meet monthly to discuss matters related to the BScN program and undergraduate nursing education.

MN Program Committee:
All faculty who teach in the Master of Nursing program usually meet monthly to discuss matters related to all graduate programs, and graduate education and research.

PhD Program Committee:
All faculty who teach in the PhD program and/or supervise PhD students usually meet monthly to discuss matters related to all graduate programs, and graduate education and research. There are also several Faculty committees on promotions, workload and research. Ad-hoc committees and sub-committees are formed as required, particularly for academic selections.

2.2. Graduate Program Governance

Developing New Courses
The Curriculum Committee is responsible for approving new courses and minor revisions to graduate courses on behalf of Faculty Council. New courses approved by the Curriculum Committee will be submitted to the Office of the Vice-Provost, Academic Programs.

New Program Proposals
The Curriculum Committee makes recommendations to Council on proposals for new programs. New program proposals and all major graduate program changes require further approval.

For full details on graduate program governance and forms on various program changes, please refer to: http://vpacademic.utoronto.ca/quality-assurance/
3. SUPPORT AND RESOURCES AT THE FACULTY

3.1. Communications

In Fall term 2020, courses are offered remotely / online (e.g., via Quercus). Clinical practicums and scheduled simulation labs are planned to be in person. Should you have any questions regarding support to your courses, please contact the Graduate Program Assistant by email at academic.nursing@utoronto.ca.

3.2. Building Access

The building at 155 College Street is currently closed until further notice due to COVID-19.

3.3. Administrative Staff - Who to Contact?

Below is important information about staff working in the following faculty areas: Dean’s Office, Development Office, Business & Finance, Clinical Education Office, Student Services, and the IT Support Office.

DEAN’S OFFICE

<table>
<thead>
<tr>
<th>TBA</th>
<th>Acting Executive Assistant to the Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General admin support to the Dean; liaison with vice-provost’s office related to faculty appointments on behalf of Dean; scheduling, correspondence, coordination of meetings, travel for the Dean; coordination of faculty meetings, General Faculty, Executive, and other meetings called by the Dean.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arleen Morrin</th>
<th>Chief Administrative Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General support to the Dean, Associate Deans, responsible for Faculty administrative matters related to: space and building management; personnel; finance and budget planning and control; liaison with University central administration.</td>
</tr>
</tbody>
</table>

DEVELOPMENT OFFICE

<table>
<thead>
<tr>
<th>Laura Clark</th>
<th>Director of Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fundraising, development, alumni relations, donor and prospect stewardship, donations management, event planning and coordination (awards ceremony, annual reunion, donor recognition, dean’s reception/gala, etc.), marketing and publications, media and public relations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shonna Spicer</th>
<th>Alumni Relations and Annual Fund Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintains and manages information about alumni, donors, prospects, campaign projects; alumni-related events, meetings, databases; development website information; support to Director.</td>
</tr>
</tbody>
</table>
### BUSINESS AND FINANCE

| **Stephanie Mack**  
| Director of Finance | General support to the CAO. Oversees all financial administration and salary administration for the Faculty. Provide guidance and policy interpretation related to financial reporting, analysis, internal controls and budget planning. Liaison with Shared Service divisions on Finance and HR matters. |
| **Pauline Marwan**  
| Financial and Payroll Administrator | General support to the Director of Finance. Administers payroll for casual employees that includes both instructional support and administrative staff. Provides financial administration and policy support related to expense claims, accounts payable/receivables, and contracts. Assists with front office management. |

### CLINICAL EDUCATION OFFICE

| **Elena Luk**  
| Interim Director, Clinical Education Office | Coordinates the administrative support for clinical education, WSIB accident reporting, student preparedness requirements (e.g. police records checks, immunization, N95, CPR, etc.) and student placement agreements; leads ongoing liaison activities, including external relations and development of partnerships with all levels of prospective practicum preceptors; develops processes and maintains standard databases and/or placement management software; creation of transparent and efficient practicum policy and procedures. |
| **Sharon Lee**  
| Student Placement Coordinator | Administrative support for clinical education; maintains information on student placements, preceptors, related database management, reports placement information to receiving agencies, tracks student preparedness requirements, preparation of correspondence & communication re: clinical placements, agreements, clinical instructors, etc. |
| **Kong Ng**  
<p>| Student Placement Coordinator | Administrative support for clinical education; maintains information on student placements, preceptors, related database management, reports placement information to receiving agencies, tracks student preparedness requirements, preparation of correspondence &amp; communication re: clinical placements, agreements, clinical instructors, etc. |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesley Mak</td>
<td>Assistant Dean, Registrarial &amp; Student Services</td>
<td>Assistant Dean, Registrarial and Student Services is responsible for: student recruitment, admission/registration/enrolment process, timetable production, resolution of complex student issues, student fees and awards, and management of student records.</td>
</tr>
<tr>
<td>Tammy Chan</td>
<td>Associate Registrar, Admissions, Recruitment and Programs</td>
<td>Workflow supervision of Program Assistants; provides workflow management of all administrative, curricular and programmatic activities; plans and executes admission process &amp; recruitment activities; establishes internal policies and guidelines on admissions; guides and develops internal policy and manages implementation; Manage the periodic academic year activities; preparing governance and quality assurance initiatives.</td>
</tr>
<tr>
<td>Kate Galvin</td>
<td>Admissions &amp; Enrollment Officer</td>
<td>Determines eligibility of applicants for admission; admin support to committees (Admissions, Standing); monitors and maintains benchmarking data on enrolment &amp; program completion; administers grade collection process.</td>
</tr>
<tr>
<td>Angela Ho</td>
<td>Student Financial Awards, Stewardship &amp; Projects Officer</td>
<td>Administers scholarships, awards, bursaries procedures; counsels students on available sources of aid, financial management; produces statistics on financial support; admin support to Awards Committee.</td>
</tr>
<tr>
<td>David Kim</td>
<td>Graduate Program Assistant</td>
<td>Supports all graduate programs; issues class lists, provides contact info of course registrants for faculty use correspondence, timetabling, guest speakers, coordination of meetings, general communications to students and faculty; maintains curriculum information; supports the graduate course instructors; faculty handbook; graduate student assignments; room and equipment bookings.</td>
</tr>
<tr>
<td>Marisa Covello</td>
<td>Undergraduate Program Assistant</td>
<td>Admin support to the UG program and instructors, issues class lists, provides contact info of course registrants for faculty use, timetabling, guest speakers, general communication to students, coordination of meetings ;course outlines; undergraduate student assignments; program/course review; event organization; mailings; admin support in recruitment of clinical instructors, lab instructors.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sam Lipounov</td>
<td>Director, Technology Services</td>
<td>Director, Technology Services has responsibility for developing and leading the technology strategy planning efforts for the Information Technology (IT) department and ensuring that IT programs and initiatives align to Faculty of Nursing objectives and strategies. Director leads the IT team; manages IT annual capital budgets; defines metrics based on overall Faculty objectives, and ensures the integrity, reliability, security, and performance of information systems.</td>
</tr>
<tr>
<td>Barry St Denis</td>
<td>Administrative Information and Communication Technologist</td>
<td>Responsible for administrative IT support (hardware and software); file conversion; database management and managing accounts; collecting and reporting on data advice re: IT resources, purchases; creating help documents; implementing utilities, technical improvements, virus software, etc.; website management; back-up to Academic Information &amp; Communication Technologist re: courseware; general IT help desk support and training.</td>
</tr>
<tr>
<td>Neal MacInnes</td>
<td>Academic Information &amp; Communication Technology Supervisor</td>
<td>Leads online curriculum technological advancements, engages is consultations on course instructional designs and infrastructure, develops faculty capacity building initiatives in support of technology integration, monitors continuous improvement efforts, and supports Faculty special projects and new initiatives. He also supervises academic technology support and backs up Admin-IT.</td>
</tr>
<tr>
<td>Allison Lee</td>
<td>Academic Technology Support Analyst</td>
<td>Supports instructors with the appropriate use of academic technologies for all undergraduate and graduate courses. Supported technologies include Quercus, Turnitin, Echo360 video recordings, Techsmith Relay video recordings, Clickers, webinars, SimChart, and more. Develops training and support materials, assists with Faculty projects and backs-up Admin IT.</td>
</tr>
<tr>
<td>Caroline De Angelis</td>
<td>Information Technology Advisor &amp; Project Manager</td>
<td>Manages special technology projects and engages is consultations for system application design and improvements in support of technology integration. Manages external service providers. Conducts business analysis including request for proposals/information, project charters, quality assurance, research for software and hardware solutions, risk assessment/mitigation and business process flow analysis with the goal of improving efficiency and accuracy. Provides training and documentation, database management and reporting. Manages user access for applications and provides second level technical support.</td>
</tr>
<tr>
<td>Provides hands-on support for WordPress websites and SharePoint.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Sai Ranganathan**  
Technology Support Analyst | First level Help Desk technical support; A/V equipment setup and management; new computer set ups (PC, laptop, MAC); Simulation Laboratory control room support; IT inventory management; IT issues triage. |
APPENDIX A: University and Faculty policies for inclusion in course outlines / syllabi

IMPORTANT UNIVERSITY AND FACULTY POLICIES

Course Drop Date
[Insert date here] is the final date to drop [Insert session here] session courses without academic penalties. For drop dates for 2020-21 courses please go to:
https://bloomberg.nursing.utoronto.ca/current-students/sessional-dates-and-calendar#content2

Grading of Written Papers
All written assignments are subject to the grading regulations as outlined in the Lawrence S. Bloomberg Faculty of Nursing calendar and the School of Graduate Studies Calendar.

Late assignments after the due date will accrue a late penalty of 5% each day (including weekends).

Submission of Assignments

For Online Courses:
On the due date, please submit an electronic copy of your paper to the digital drop box in Turnitin using Quercus. Your paper will NOT be evaluated until it is submitted to Turnitin using Quercus.

Writing an exam out of sequence or receiving an extension on an assignment
In an exceptional circumstance, e.g. death in family or medical illness, a student may be allowed to write an exam out of sequence or receive an extension on an assignment. In response to the COVID-19 pandemic, U of T is temporarily suspending the need for a doctor’s note or medical certificate for any absence from academic participation in the University. All students have been instructed to self-report flu-like or cold symptoms as well as any other health related absence via ACORN in lieu of a note from a licensed health care provider. Students still need to contact the instructor as soon as possible prior to the exam/assignment deadline to discuss the concern with the exam date or assignment deadline. Please allow for leeway in these extraordinary times and reach out if you have additional questions. If a makeup sitting for an exam or an assignment deadline extension is granted, an alternate date needs to be set as close to the date of the original exam/assignment due date as possible. In case of an exam, you will be asked to complete the Declaration of Confidentiality for Students Sitting Tests/Examinations at Other Than the Regular Specified Time.

Questions About Assignment:
In the interest of fairness and transparency, please direct your questions about the paper to the proper discussion board on Quercus. If you do send an email to the instructor or teaching assistant, you may be encouraged to share this answer on the discussion board if the information is helpful to other learners in the course. Students are not permitted to
submit a detailed, formal outline of the assignment for evaluation or instructor/TA feedback before the due date. As always, the instructor and/or TA would be happy to answer your questions via Quercus, email, telephone, or in person.

**Plagiarism & Academic Integrity**

Turnitin is used in this course. Normally, students will be required to submit their course assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Students do have the option of handing in all their rough drafts and notes of their paper if they are opposed using to Turnitin. These students must approach their faculty teacher(s) in advance.

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong reflection of each student’s individual academic achievement.

The University of Toronto Governing Council *Code of Behaviour on Academic Matters* (University of Toronto Governing Council, 2019) is found at [https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). The code outlines offences that constitute academic misconduct and processes for addressing academic offences. Section B.1 of the code (copied below) outlines academic offences.

It shall be an offence for a student knowingly:
(a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
(b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
(c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
(d) to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A");
(e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
(f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted. (Code of Behaviour on Academic Matters, 2019)
All suspected incidents of academic misconduct will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters* (University of Toronto Governing Council, 2019).

**ProctorU**

The University of Toronto Master of Nursing NP Field, Health System Leadership and Administration Field, and Post-Master of Nursing Nurse Practitioner Diploma programs offer students the opportunity to take exams at home with online proctoring. In such cases, the Faculty uses online proctoring services to ensure exam integrity. The Faculty of Nursing contracts with an organization called ProctorU to complete online proctoring for students taking examinations online. Students who take their examinations online must agree to be proctored by ProctorU throughout the duration of the exam. ProctorU provides live proctoring by highly-trained human proctors.

Students must first confirm their identity with photo ID with the human proctor. The proctor then closely monitors students throughout the entire exam using webcams and remote desktop monitoring through high-speed Internet connections. All components of proctoring must be maintained for the duration of the exam. During the exam, the proctor may reach out to the student if they lose the ability to proctor the exam (camera view obstructed/loss of remote desktop view). If the proctor contacts the student during the exam through a pop-up message, voice, or a loud beep, the student is expected to respond to the proctor. Failure to respond to the proctor to allow proctoring threatens the integrity of the exam. This will be investigated to determine whether an academic offence has been committed as per the University of Toronto Governing Council Code of Behaviour on Academic Matters. Students who do not agree to be proctored by ProctorU must take their examination on campus at the University of Toronto or at an approved Exam Testing Centre (at the expense of the student) at the same time as the exam is offered online. In such cases, students must notify the Faculty at least two weeks in advance so that appropriate arrangements can be made.

At the completion of the exam, a report of student exam-taking behaviours is generated and reviewed by Faculty and IT staff. Exam grades will NOT be released to students until the integrity of the exam has been verified through ProctorU, the Faculty of Nursing IT staff, and relevant teaching Faculty.

**Accessibility Statement**

Students with diverse learning styles and needs are welcomed in this course. In particular, if you have a disability/health consideration that may require accommodations, please contact the Accessibility Services Office as soon as possible. The St. George Campus Accessibility Services staff (located in Robarts Library, First Floor) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416)978-8060 or accessibility.services@utoronto.ca.

**Health and Wellness Centre**

The Health & Wellness Centre [http://healthandwellness.utoronto.ca/](http://healthandwellness.utoronto.ca/) provides a variety of services for registered students including mental health services such as short-term individual counseling and group therapies for anxiety, low or depressed mood and
resilience (e.g. Mindfulness-Based, Cognitive-Behavioural Therapy for Anxiety) and psychiatric medication services. Students also have access to counselling services through an Embedded Wellness Counsellor, Leah Direnfeld. Students can call 416-978-8030 to book an appointment.

**Student Evaluation of Courses**
Student evaluation of courses is an essential component of our educational programs at the Lawrence S. Bloomberg Faculty of Nursing. Student feedback enables us to continue to improve our teaching effectiveness to enhance student learning.

The Lawrence S. Bloomberg Faculty of Nursing participates in the University of Toronto’s centralized ‘Student Evaluation of Courses’ system. Towards the end of this course, you will receive an email inviting you to complete an online evaluation of this course. The email will provide you with the specific information and links needed to access and complete course evaluation. Your ratings and comments will be anonymous but will be aggregated for summary across evaluations. Once a process has been established, summarized course evaluations will be made available within the faculty and university community. For more information about the University of Toronto policy about student evaluation of courses, please refer to the following website: [http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ProvostiaStudentEval.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ProvostiaStudentEval.pdf)

**Technical Requirements for Online Academic Activities**
There are technical requirements that will allow you to participate in the course. The course includes online webinars, online examinations, and assignments that are submitted online.

**Minimum Recommended Computer System Requirements**
Laptop or Desktop
4GB Ram
Windows 10 or Mac OSX 10.12
Screen Resolution of 1280 x 720
Webcam
Headphones
Microphone (Built-in, on headphones, or external)
DSL or Cable Internet with 1.5 Mbps upload and download

If you have purchased your computer within the last 3-5 years you will likely have no trouble meeting these requirements. If your computer does not meet the minimum requirements you may have difficulty using some of the applications. You will need the webcam to enable online proctoring for any proctored examinations. For proctored examinations we use the Proctor U service and technical requirements for that service can be found here: [https://www.proctoru.com/auto-resource-center](https://www.proctoru.com/auto-resource-center)

Most new laptops (within 3-5 years) have webcams built in. If you are using a desktop computer you may need to purchase a webcam. In addition, you will need a microphone.
(most webcams and laptops have built-in microphones) and a set of headphones such as the kind that come with mobile devices and smartphones.

In addition to the computer system requirements it is also recommended you have sufficiently fast Internet. Ensure you have DSL or Cable Internet with at least 1.5 Mbps download speed and at least 1.5 Mbps upload speed. Dial-up Internet is not recommended.

You can test your Internet speed by going to https://www.speedtest.net/ and clicking “Go”

In addition, it is important to note that some computer applications may be required to communicate throughout this course. Ensure you have:

- A PDF Reader (Adobe Reader, Preview, etc.)
- Word Processing Software (ie. Microsoft Office available free from U of T)
- Two web browsers (Firefox and Chrome are recommended)
- An updated Adobe Flashplayer as some systems still use this legacy product

Please note: If you are accessing the Internet through a large organization or using a work computer (e.g. a hospital) you may need to contact your organization’s IT department to arrange these downloads and confirm internet speed.

Please note, the university also provides free antivirus software to all students http://antivirus.utoronto.ca/index.php?page=students which is strongly recommended.

**Notice of video recording and sharing (including permissible download; prohibited re-use)**

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

**Equity, Diversity, and Inclusion**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.
APPENDIX B  Guidelines for Promoting Student Success

Assumptions:
1. Students admitted to our MN/NP programs have the skills and motivation to complete courses and programs successfully.

2. Students are adults with busy and complex lives. Students do experience difficulties balancing work/family/student roles at times. Some students face additional challenges due to ethno-racial/cultural and language diversities.

3. Faculty have a key role to play in identifying students who are experiencing difficulties completing the course assignments/course, supporting these students, and communicating their concerns to the Director, MN Program or PhD Program.

4. Following these processes will lead to students feeling supported.

Student Academic Progress: Faculty Process Suggestions
Faculty members teaching in the graduate programs are responsible for supporting student learning, assessing student learning, and reporting student grades to the Committee on Standing (COS).

Faculty members determine how to support students and prepare students for course assessments/assignments. Faculty members may draw upon the many supports that the University of Toronto offers. As an example, faculty may encourage students to review documents available to support student writing. APA guidelines for nursing students can be retrieved from https://bloomberg.nursing.utoronto.ca/wp-content/uploads/2012/08/APA-guidelines-for-nursing-students.pdf. Writing in the Health Sciences: A Comprehensive Guide is available at https://journals.scholarsportal.info/browse/19207093/v01i0001

Faculty members are supported by the Centre for Teaching Support and Innovation (CTSI) which has invaluable on-line and face-to-face supports, workshops, and faculty observation services. http://teaching.utoronto.ca/teaching-support/

Faculty members are obligated to mark assignments by providing comments and assigning numeric and related letter grades. Faculty are provided with an excel file to record their numeric grades. When all assignments have been graded the excel file will identify the final letter grade achieved by each student in the course. The faculty member encrypts this excel file and sends it to the COS administration staff member. Faculty also have the option of submitting grades using eMarks, please contact Lesley Mak (Lesley.mak@utoronto.ca) for more details if you wish to use this option. Faculty are responsible to verify the translation of the numeric grade to the letter grade before submitting final grades (please note that final grades are rounded up or down to the nearest whole number [e.g., grades ending in .1-.4 are rounded down, grades ending in .5-.9 are rounded up]).
Students with Academic Concerns: Faculty Process Suggestions
When faculty members grade an assignment/paper as very poor or as failing, there are additional steps to consider. According to SGS policy, the faculty member has to meet with the student to review the assignment/paper in person or by phone. This invitation can be written as part of the assignment/paper feedback comments delivered during class when assignments are returned, or through email.

Feedback can then be shared by the faculty member and the student can be encouraged to create a plan for improvement. Such meetings should be tracked by the faculty in a student file.

Faculty should advise the Director, MN Program or Director, PhD Program of situations in which student performance (poor results on assignments, limited engagement in classes/online learning, late submissions or repeated requests for extensions, etc.) is a concern. Together, the faculty member and Director can devise a plan to address the concerns.

Once students with academic concerns have been identified, the faculty member continues to offer support to the student and continues to assess their academic progress. If the student’s next assignment is graded as poor or failing, and/or anytime the student is at risk of failing the course, the faculty member is encouraged to discuss the situation with the Director, MN Program/Director, PhD Program. The Director’s role is to provide support to faculty who have students who are experiencing challenges in completing the course. The Director can then offer support to the course teacher and may be aware of the student from previous courses and thus have additional insight into the challenges the student is facing.

At the end of the course, if the faculty member is submitting a failing grade to the COS please ensure that you alert the Director, MN Program.
Teaching Assistant/Instruction Assistant Evaluation Form 2020-2021
Completed by Faculty Supervisors

Please provide TA with a copy and submit the signed form to the

1. At the beginning of the semester, instructors should review this Evaluation Form with each of their TAs, indicating their expectations of the TA/IA.
2. Instructors should complete a copy of this form for each TA/IA he/she supervised at the conclusion of the course, providing a copy of the completed form to the TA/IA when all TA/IA duties have ended. The feedback is intended to enhance teaching performance.
3. Instructors who become aware of serious problems with the performance of a TA/IA should not wait until the end of the course to address those problems but should discuss them with the TA/IA as soon as possible.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor's Name</th>
<th>Teaching Assistant's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of hours of TA employment</th>
<th>Is this the TA's first appointment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RATING OF TA EFFECTIVENESS**

Keeping in mind the expectations that you communicated to the TA/IA at the beginning of the semester, rate the TA/IA’s performance in each of the categories below. Use the following 3-point scale below. If an item is not applicable, please enter NA.

1 = Exceeds expectations  
2 = Meets expectations  
3 = Does not meet expectations  
NA = Not applicable or no opportunity to evaluate

- Regularity of attendance at course planning/coordinating meetings (if required)
- Engagement in learning activities (if required)
- Availability for consultations with students (if required)
- Understanding of material covered in the course
- Effective communication with students
- Accuracy and timeliness of grading student assessment methods
- Quality of feedback/comments on student assessments
As the Faculty Supervisor, please comment on the TA/IA’s performance in your course:

<table>
<thead>
<tr>
<th>Comment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment 2</td>
</tr>
<tr>
<td>Comment 3</td>
</tr>
<tr>
<td>Comment 4</td>
</tr>
<tr>
<td>Comment 5</td>
</tr>
<tr>
<td>Comment 6</td>
</tr>
<tr>
<td>Comment 7</td>
</tr>
<tr>
<td>Comment 8</td>
</tr>
</tbody>
</table>

________________________________________________________________________

Course Instructor’s signature ___________________________ Date __________

TA/IA’s Comments:

<table>
<thead>
<tr>
<th>Comment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment 2</td>
</tr>
<tr>
<td>Comment 3</td>
</tr>
<tr>
<td>Comment 4</td>
</tr>
<tr>
<td>Comment 5</td>
</tr>
<tr>
<td>Comment 6</td>
</tr>
<tr>
<td>Comment 7</td>
</tr>
<tr>
<td>Comment 8</td>
</tr>
</tbody>
</table>

________________________________________________________________________

TA/IA’s signature ___________________________ Date __________
Copyright Resources & Support at the University of Toronto

The University takes its copyright obligations seriously. Consult the following resources for the most up-to-date and accurate copyright resources. Find a full list of resources at: uoft.me/copyrighthelp

COPYRIGHT RESOURCES

• New! Shifting your Instruction from In-Person to Remote: Copyright Considerations | Visit: uoft.me/onlineinstruction-copyright
  This page covers copyright concerns regarding the use of images in slides, in-lecture use of audio or video, sharing or linking to course readings, ownership of online course resources, etc.
• University of Toronto Fair Dealing Guidelines | Visit: uoft.me/copyfair
  Produced by the Office of the Provost in 2012 and lays out the University's fair dealing guidelines
• Copyright Basics and FAQ | Visit: uoft.me/copyrightFAQ
  This FAQ provides in-depth information on copyright and provides guidance on common questions instructors will encounter in an educational and research environment.
• Copyright Roadmap | Visit: uoft.me/copyright-roadmap
  The Copyright Roadmap is designed to assist in decision making when selecting resources and potentially copying material for use in teaching and research activities. Last updated April 2018.
• Use of Audiovisual Material on Campus | Visit: uoft.me/copyrightAV
  This policy outlines the use of audiovisual material, including FAQs

WAYS TO MAKE YOUR COURSE READINGS AVAILABLE

TEXTBOOKS

• Work with the U of T Bookstore to make your textbooks and course materials available for purchase (print and digital options are available to instructors): https://uoftbookstore.com/faculty-staff/adoptions.asp
• In many cases, textbook publishers do not provide electronic purchasing options for libraries. The following information was recently published on UTL’s website to help provide instructors with context, alternatives, and support available from the library if you are in a position to reconsider adopting a textbook for your course: uoft.me/onlineinstruction-textbooksupport

COURSE PACKS

• Visit the University of Toronto Bookstore’s website for instructions on how to build your course pack: https://uoftbookstore.com/faculty-staff/course-packs.asp
• Select another copy shop in the Toronto area with a current Access Copyright license: https://www.accesscopyright.ca/educators/listof-licensed-copyshops

UPLOADING TO QUERCUS

• You may choose to link or upload resources to a Learning Management Environment (eg. Quercus) yourself; however, you must do this in compliance with Canadian copyright and any other applicable laws. uoft.me/copyrighthelp
• Use the Quercus Support Resources Hub for help learning how to build your course: https://q.utoronto.ca/courses/46670

HELP FROM THE LIBRARY

• The library can help to make your readings available to students while respecting Canadian copyright provisions and existing U of T licensing agreements. We can also negotiate copyright clearance with publishers at no cost to you or students.
• The library can provide you with links, scans (which may be limited due to recent building closures), and the purchase of e-books. You can also request that staff upload this content to the Library Course Reserves module, which is integrated into Quercus. Visit uoft.me/syllabusservice or email syllabus.service@library.utoronto.ca

Last Updated: August 2020
Is this resource more than a year old? Check with the Scholarly Communications & Copyright Office to make sure you are using the most up-to-date resources. Email us at copyright@library.utoronto.ca