Guidelines for Undergraduate Teaching

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

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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://www.teaching.utoronto.ca](http://www.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
- Assignment Design

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](http://tatp.utoronto.ca)

Please also refer to the Online Learning Resources at the Faculty website: [https://bloomberg.nursing.utoronto.ca/current-students/online-learning-resources/](https://bloomberg.nursing.utoronto.ca/current-students/online-learning-resources/)

1.2. Course Outlines: Guidelines for Preparing Course Outlines

All instructors are required to provide an electronic copy of course outlines to the Undergraduate Program Assistant by the end of the first week of classes 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, course learning outcomes, evaluation methods, and course readings. 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. A penalty for late assignments may not be awarded unless you clearly specify the exact circumstances for late penalty including the amount of the penalty. For undergraduate courses, grades of papers submitted after the due date with no extension or after the extended due date will be lowered by 2% for each day that the paper is late, weekends included.
- Instructors are strongly encouraged to provide grades/feedback throughout the term as appropriate, not just towards the end of the course.
- Group-graded work should not exceed 25% of the total grade.
- Marks for class participation should not exceed 20% of the total grade.
• Instructors who use Turnitin (a tool to detect plagiarism – see also sections 1.6 and 1.9) must inform students at the start of the course that assignments must be submitted to Turnitin through Quercus.

• 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 undergraduate course outline. Please cut and paste these into your course outline.

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

You can include a centennial logo for courses offered in 2020. Please find the link at Sharepoint:
https://utoronto.sharepoint.com/sites/nursing/administration%20office/Shared%20Documents/Forms/AllItems.aspx?csf=1&e=uy5lpA&cid=04a30739%2Dabcc%2D4690%2Dbc6e%2D213ae3ccd718&RootFolder=%2Fsites%2Fnursing%2Fadmin%20office%2FShared%20Documents%2FCCommunications%2F100th%20Anniversary%20Logo%20%2D%20Use%20in%202020%20Only&FolderCTID=0x012000AE4C7A80730104A868E846085A23485

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. He can 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 complimentary copy of required course textbooks. Dino Naccarato can advise you who to contact for a complimentary desk copy of required textbooks.

You may choose to pull together a group of readings for your course to supplement 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 (See Appendix B for more details).

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/faculty-course-reserves and they provide permanent links to online resources available in UTL’s collection to your syllabus.

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. The booklet Library Resources for Faculty is available at this link: https://onesearch.library.utoronto.ca/faculty-supporting-teaching. How to access this information is provided to you when you secure your academic appointment. If not, please contact Stephanie Mack at stephanie.mack@utoronto.ca.

1.5. Quercus

The Learning Platform used at the University of Toronto is Quercus.

If your course is being offered through classroom interface, you should use Quercus for your course as a communication device (e.g., post the course outline, announcements, class notes, and so on). Students will all have access to Quercus for your course.

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

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 or contact Neal MacInnes at neal.macinnes@utoronto.ca for help.
The following paragraphs contain student information that must be posted within your Quercus course. The information will also be posted in all course outlines as detailed later in this document in relation to ‘IMPORTANT UNIVERSITY AND FACULTY POLICIES’:

**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.

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. Since all Fall courses are online with limited in-person components for clinical courses all assignments will be submitted online.

Detailed instructions on the use of Turnitin can be found through the Centre for Teaching Support and Innovation at [http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/](http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/). [lt.nursing@utoronto.ca](mailto:lt.nursing@utoronto.ca) can also provide support.
Faculty are encouraged to remind students that the assignment submitted to Turnitin and the assignment submitted directly to the faculty MUST BE identical. Faculty are encouraged to verify these submissions are identical.

Refer to Guidelines for Submission of Written Assignments in Appendix A for details.

Returning Assignments to Students

Teachers do not have to hold back final assignments until final grades are approved. Teachers can return final assignments / release grades for final exams to students before the Committee on Standing approves all course grades for that term. Graded assignments for Fall 2020 are returned electronically. If a final grade results in a course failure, release of the grade should be discussed with the Program Director.

Approving and Changing Grading Plans

The Grading Plan for each course must be submitted to the Faculty’s Committee on Standing for approval if changes are made to the grading from the previous offering of the course. Prior to submitting the Grading Plan to the committee, it should first be sent to the Program Director and Year Coordinator for review. Detailed instructions on how to submit grading plans will be sent to teaching faculty via e-mail in advance before each term begins.

After the methods of evaluation have been made known (i.e., the Course Outline has been posted/distributed), the instructor may not change them or their relative weight without the consent of a simple majority of students attending the class, provided the vote is announced no later than in the previous class. Consequently, such changes should only be considered in extraordinary situations. Please consult the Undergraduate Program Director if you are considering a mid-course change in grading plan. See Grading Practices Policy of the University of Toronto at https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020

1.7. Grading Practices and Regulations

Grades must be submitted by the designated grade submission deadline for each term. Grade Collection Lists 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.

Full details of Undergraduate Program Grading Regulations can be found at the Undergraduate Calendar: http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3
1.8. **Student Evaluation of Courses and Teaching Effectiveness Process**

Course and teacher evaluations play an important role to formally evaluate student learning and teaching effectiveness. The Faculty of Nursing has participated in a university-led ‘Student Evaluation of Courses and Teaching Effectiveness Process’. Students are invited electronically to complete course evaluations. Course evaluations have 3 kinds of evaluation items: university-wide, faculty/department-specific, and teacher-specific. Teachers are invited to select up to 5 items from a pre-set bank of teacher-specific items to include in the evaluation of each course they 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 four 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/](http://www.courseevaluations.utoronto.ca/).

Student feedback is one component of tenure, promotion and re-appointment reviews so teachers are strongly encouraged to highlight the importance of student evaluation of courses to students. The CTSI website has resources and tips to help you talk to your students about course evaluation. Visit [http://www.courseevaluations.utoronto.ca/](http://www.courseevaluations.utoronto.ca/) for details.

1.9. **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: [https://www.academicintegrity.utoronto.ca/](https://www.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)*: [http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/07/p0701-coboam-2015-2016pol.pdf](http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/07/p0701-coboam-2015-2016pol.pdf)

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://guides.turnitin.com/01_Manuals_and_Guides/Instructor_Guides](https://guides.turnitin.com/01_Manuals_and_Guides/Instructor_Guides). If you are planning to use turnitin in your courses, you must include the following statement in your course outlines (updated September 2009):

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 rough notes of their paper if they are opposed to using to Turnitin. These students should approach faculty in advance. Turnitin.com is most
effective when it is used by all students in a particular course; however, if and when students object to its use on principle, a reasonable offline alternative must be offered. See conditions of use at University of Toronto for more information. http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/.

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

Centre for Teaching Support and Innovation (CTSI) also provides useful tips and services to deter plagiarism: http://teaching.utoronto.ca/teaching-support/strategies/a-i/preventing/

1.10. Resources to Assist with Students having Difficulty

From time to time faculty members 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. Students with difficulties or challenges either academically or personally should be referred to Nadine Janes, the Undergraduate Program Director (416-978-2849) nadine.janes@utoronto.ca. If necessary, students will be linked to resources within the Faculty or to campus resources.

The University has resources and guidelines to help faculty members handle complex student issues and to assist faculty to support students in difficulty. If it is an emergency situation, use the link for Responding to Distressed Students 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

The University has various services and resources to support students who are experiencing difficulty. Below is list of services for students facing challenges.

Safety
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 counselling 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 our **Embedded Wellness Counsellor**. This embedded counselling service is for non-urgent, mild psychosocial issues, including mild low mood/depression, anxiety, academic issues, relational issues, etc. Faculty are encouraged to advise the student of the service and direct them to the Health and Wellness Centre (main phone line: 416-978-8030). Students need to ask for an appointment with our embedded counsellor when they call Health and Wellness. Alternately, faculty are able to refer the student for these services with their permission.

**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.

**1.11 FIPPA – Q&As for instructors**

The document, [FIPPA – Q&As for instructors](https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/06/fippa-QA-for-Faculty.pdf) 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:

**1.12 A Guide to the Personal Health 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

**1.13 Working with a Teaching Assistant**

Some undergraduate courses have Teaching Assistant (TA) positions assigned to them. If you have a TA 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 hours. In general, TAs can provide assistance with marking assignments and tests, facilitating student understanding of material through on-line discussions and individual student consultations, and preparing instructional materials. It is also appropriate for TAs 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 collaboration 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 4 hours of education, if needed, and these hours are included in their paid hours. TA training only applies to graduate students. More information is available at the TATP website: 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.

You should plan a meeting with your TA 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 as a developing scholar. You will need to complete the DDAH form that both you and the TA 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 a second time following the mandatory mid-course meeting (even if there no changes). The revised 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 effectiveness (if appropriate) through an online evaluation process. As well faculty will be expected to provide every assigned TA with a written evaluation (see Appendix C). Near the end of the course, you will be asked to complete a short evaluation form related to the TA’s performance in your course. This evaluative information is provided to the TA to support their ongoing development. You may also wish to debrief in person with the TA at the end of the course. For any inquiries related to working with a TA, please email associatedeanacademic.nursing@utoronto.ca.

1.14 Missed Exam Policy

Examinations and tests should be missed only in the case of extraordinary circumstances. Students are expected to contact the course instructor prior to the exam/test if extraordinary circumstances arise that would prevent taking the test as scheduled.

Students must provide appropriate documentation to course faculty immediately upon return.
Examinations are rescheduled as close to the date of the original exam as possible. Normally only one make-up exam date is set which could be during reading or break weeks, and students are expected to be available. Prior to writing the exam students will sign a Declaration of Confidentiality indicating that they have not discussed the exam with others.

1.15 Final Exam/Test Review Process

The final exam review process is overseen by Student Services. To request review of a final exam/test for a course, students must request to view a final exam through an email to the Assistant Dean and Registrar within one month of the release of the final course grade on ACORN/ROSI (Students are informed by the Assistant Dean and Registrar by email when their grades are posted at the end of each session/rotation). The Assistant Dean and Registrar requests a copy of the student’s exam and answer key from the course instructor. The Undergraduate program assistant informs the student when the exam is ready for viewing and books an appointment with the student.

- Students are not permitted to take any belongings, including writing implements and cellphones, to the exam viewing room.

- Only calculators provided by the persons overseeing the review may be used by students to calculate examination marks.

- No exams or answer keys are to be removed from the exam viewing room by students.

- Students will review their exams along with answer keys in silence.

- There will be no discussion of questions, answers or course material.

- Following the formal review, students can review class notes and course material to help clarify their understanding of material.

- After reviewing course content, to clarify material that is still not understood, students can communicate, as directed, with the designated course staff.

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/undergraduate-placements/#content3
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 policy regarding program delivery
Awards Committee - selects candidates for awards & reviews funding policies
Appeals Committee - decision-making authority within the Faculty on academic appeals by a student (undergraduate only). All graduate student appeals are managed by SGS.

ii) Faculty Program Committees

Undergraduate Program Committee Meeting:
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 doctoral 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. Undergraduate Program Governance

The Curriculum Committee makes recommendations to Council on proposals for new program initiatives and program changes. Major undergraduate program changes require Faculty Council approval. Some major program changes and initiatives may also require approval by the Governing Council.
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 for your courses, please contact the Undergraduate Program Assistant by email at marisa.luisi@utoronto.ca. For Quercus inquiries, please contact Neal MacInnes neal.macinnes@utoronto.ca or Allison Lee ali.lee@utoronto.ca.

3.2. Building Access

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

3.3 UNDERGRADUATE LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nadine Janes</td>
<td>Assistant Professor, Teaching Stream</td>
<td><a href="mailto:nadine.janes@utoronto.ca">nadine.janes@utoronto.ca</a></td>
</tr>
<tr>
<td></td>
<td>Undergraduate Program Director</td>
<td>416-978-2849</td>
</tr>
<tr>
<td>Jana Lok</td>
<td>Assistant Professor, Teaching Stream</td>
<td><a href="mailto:jana.gegus@utoronto.ca">jana.gegus@utoronto.ca</a></td>
</tr>
<tr>
<td></td>
<td>Year 1 Coordinator</td>
<td>416 978-3692</td>
</tr>
<tr>
<td>Zoraida Beekhoo</td>
<td>Associate Professor, Teaching Stream</td>
<td><a href="mailto:zoraida.beekhoo@utoronto.ca">zoraida.beekhoo@utoronto.ca</a></td>
</tr>
<tr>
<td></td>
<td>Year 2 Coordinator</td>
<td>416-946-8272</td>
</tr>
</tbody>
</table>

3.4 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, Student Services, and the IT Support Office.

DEAN'S OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>Executive Assistant to the Dean</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</td>
</tr>
</tbody>
</table>
meetings, General Faculty, Executive, and other meetings called by the Dean.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
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<tbody>
<tr>
<td>Arleen Morrin</td>
<td>Chief Administrative Officer</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>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Clark</td>
<td>Director of Advancement</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>
<tr>
<td>Shonna Spicer</td>
<td>Alumni Relations &amp; Annual Fund Officer</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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Mack</td>
<td>Director of Finance</td>
<td>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.</td>
</tr>
<tr>
<td>Pauline Marwan</td>
<td>Financial and Payroll Administrator</td>
<td>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.</td>
</tr>
</tbody>
</table>

**CLINICAL EDUCATION OFFICE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elena Luk</td>
<td>Interim Director, Clinical Education Office</td>
<td>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</td>
</tr>
</tbody>
</table>
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**  
| **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. |

### STUDENT SERVICES

| **Lesley Mak**  
| **Assistant Dean and Registrar**  
| Assistant Dean and Registrar 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. |

| **Tammy Chan**  
| **Associate Registrar, Admissions, Recruitment and Programs**  
| Workflow supervision of Program & clinical Assistants; provides workflow management of all administrative, curricular and programmatic activities; plans and executes admission process & 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. |

| **Kate Galvin**  
| **Admissions & Enrollment Officer**  
| Determines eligibility of applicants for admission; admin support to committees (Admissions, Standing, Appeals, Awards); monitors and maintains benchmarking data on admissions statistics, enrolment, program completion; administers grade collection process; administers scholarships and awards. |

| **David Kim**  
| **Graduate Program Assistant**  
| 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; graduate student assignments; room and equipment bookings.

<table>
<thead>
<tr>
<th>Marisa Covello</th>
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<tr>
<td>Undergraduate Program Assistant</td>
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</table>

**IT SUPPORT OFFICE**

Please email [it.nursing@utoronto.ca](mailto:it.nursing@utoronto.ca) for IT-related inquiries/support.

<table>
<thead>
<tr>
<th>Sam Lipounov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Technology Services</td>
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</table>

<table>
<thead>
<tr>
<th>Barry St Denis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Information and Communication Technologist</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Neal MacInnes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Information &amp; Communication Technology Supervisor</td>
</tr>
</tbody>
</table>
### Allison Lee
Academic Technology Support Analyst

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.

### Caroline De Angelis
Information Technology Advisor & Project Manager

Manages special technology projects and engages in 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. Provides hands-on support for WordPress websites and SharePoint.

### 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.

### 3.5 Professional Expense Reimbursement Allowance (PERA)

The Professional Expense Reimbursement Allowance (PERA) is available to Faculty and Librarians who are governed by the Memorandum of Agreement between the University of Toronto and UTFA. For further details, please visit [http://www.hrandeducation.utoronto.ca/about-hr-equity/policies-guidelines-agreements/pera.htm](http://www.hrandeducation.utoronto.ca/about-hr-equity/policies-guidelines-agreements/pera.htm)
APPENDIX A: University and Faculty Policies for Inclusion in Course Outlines

PLEASE ADD THE INFORMATION BELOW TO ALL UNDERGRADUATE COURSE OUTLINES – cut and paste

IMPORTANT UNIVERSITY AND FACULTY POLICIES

Professional Comportment

It is an expectation that nurses demonstrate a high degree of respect towards others as a fundamental aspect of professional comportment. Nursing students in our program must understand and enact this professional standard:

- in their actions and interactions with patients and family members,
- in their communications about patient care and other issues with colleagues,
- in their conduct, manner and demeanor in the practice environment,
- and generally as a student member and representative of a professional organization.

Further discussion on this important theme of professional comportment will occur in each course through the program. For additional guidance please refer to:

The University of Toronto’s Standards of Professional Practice Behavior for all Health Professional Students (2008):

Ethics Practice Standard, College of Nurses of Ontario (2019):
http://www.cno.org/globalassets/docs/prac/41034_ethics.pdf

Code of Conduct Practice Standard, College of Nurses of Ontario (2019):
http://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf

Grading Regulations

The passing grade for all nursing courses is 60%. Please see the following pages of the Bloomberg Faculty of Nursing Undergraduate Calendar 2020-21 for grading regulation guidelines: http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3

Guidelines for the Submission of Written Assignments*

1. The ability to communicate in a scholarly manner in both speaking and writing is an expectation of the baccalaureate nurse. Scholarly writing is expected and will be considered in the grading of assignments.

The Association for the Graduating Class of 2021. All subsequent student cohorts will use the 

3. Assignments are submitted through Turnitin ([http://turnitin.com/](http://turnitin.com/)) as determined by course instructors (see below “Turnitin”).

4. The instructor of each course will provide detailed instructions for the submission of an assignment on Quercus (e.g., remote versus in-person submission).

5. The instructor of each course will determine the due date for assignments and consider individual requests, in writing, for submission of late papers. If the request is granted, a new date and time will be determined (see below “Extensions for Assignments and Out of Sequence Exams”).

6. As academic integrity is integral to our work, please access the following information sheet produced by the Writing Centre (University of Toronto) on How Not to Plagiarize: [http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/](http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/)

* These guidelines will apply for all assignments written in the undergraduate nursing program. *(Revised August, 2020)*

### Plagiarism & Academic Integrity

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).

If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. See https://www.academicintegrity.utoronto.ca/

**Turnitin**

Assignments are submitted through Turnitin.com as determined by course instructors. 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 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.

**Extensions for Assignments and Out of Sequence Exams**

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 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.**

If a makeup sitting for an exam or an assignment deadline extension is granted, an alternate date will 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.

Assignments that are more than two weeks late without prior agreement for extension of the due date, will not be accepted by the teacher. The student is required to petition the Committee on Standing within a month of the due date of the assignment, and the petition must be supported with evidence of illness or personal circumstances that interfered with the student’s ability to complete the assignment on time. Students are also encouraged to explain the circumstances that interfered with their ability to contact the course instructor and request an extension as described above.
Grades of papers submitted after the due date where no alternative due date has been granted, or papers submitted after the renegotiated due date, will normally be lowered by 2% for each day that the paper is late, weekends included. Late penalties applied to assignments will be calculated in final grades, even if this results in course failure.

Accommodations

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University’s courses and programs.

For more information on services and resources available to instructors and students, please contact Cristina Peter, Academic Success Centre at cristina.peter@utoronto.ca and Lisa van der Laan Accessibility Services at 416-978-0173 lisa.vanderlaan@utoronto.ca.

Library Resources

University of Toronto Libraries provides access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person. (See Library website for more details.)

For more information on services and resources available, visit the Gerstein library website. http://gerstein.library.utoronto.ca/

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/studenteval.pdf

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.
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
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>
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</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>
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**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:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

_________________________________________  ___________________________
Course Instructor’s signature                  Date

TA/IA’s Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

_________________________________________  ___________________________
TA/IA’s signature                              Date
Appendix D: Lawrence S. Bloomberg Faculty of Nursing
Examination Rules & Protocols for Undergraduate courses 2020-2021

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   d. Front Page Template for BScN Examinations ................................. p. 11
A. **Rules for the Conduct of Examinations**

(Adapted from [http://www.artsci.utoronto.ca/current/exams/rules](http://www.artsci.utoronto.ca/current/exams/rules))

1. No person will be allowed in an examination room during an examination except the candidates concerned and those supervising the examination.
2. Candidates must appear at the examination room at least twenty minutes before the commencement of the examination.
3. Candidates shall bring identification document (signed Photo ID) and place it in a conspicuous place on their desks. Photo identification may include any one of the following, as long as it contains a photo and a signature: current University of Toronto Photo ID (T-Card) OR up-to-date Passport (any country) OR current Driver’s License (any country) OR current Canadian health card (any province or territory).
4. Candidates shall place their watch or timepiece on their desks.
5. All coats and jackets should be placed on the back of each candidate’s chair. All notes and books, pencil cases, turned off cell phones, laptops and other unauthorized aids as well as purses should be stored inside candidate’s knapsack or large bag, which should then be closed securely and placed under candidate’s chair. Candidates are NOT allowed to have a pencil case on their desk and any pencil cases found on desks will be searched. All watches and timepieces on desks will be checked. Candidates are not allowed to touch their knapsack or bag or the contents until the exam is over. Candidates are not allowed to reach into the pockets or any part of their coat or jacket until the exam is over.
6. The faculty lead for the course has authority to assign seats to candidates.
7. Candidates shall not communicate with one another in any manner whatsoever during the examination. Candidates may not leave the examination room unescorted for any reason, and this includes using the washroom.
8. No materials or electronic devices may be used or viewed during an examination except those authorized by the faculty lead for the course. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular telephones, laptop computers, tablets, calculators, MP3 players (such as an iPod), Personal Digital Assistants (“PDA” such as a Palm Pilot or Blackberry), electronic dictionaries, Smart Watches and Smart Glasses.
9. Candidates who use or view any unauthorized materials or electronic devices while their examination is in process - or who assist or obtain assistance from other candidates or from any unauthorized source - are liable to penalties under the Code of Behaviour on Academic Matters, including the loss of academic credit and expulsion.
10. In general, candidates will not be permitted to enter an examination room later than 30 minutes after the commencement of an examination, nor to leave except under supervision until 30 minutes after the examination has commenced.
11. Candidates shall remain seated at their desks during the final ten minutes of each examination.
12. At the conclusion of an examination, all writing shall cease. The lead course faculty may seize the papers of candidates who fail to observe this requirement.
and a penalty may be imposed. Candidates must remain seated until all
examination materials have been collected. No talking is allowed during this time.
13. Examination booklets and other material issued for the examination shall not be
removed from the examination room except by authority of the lead faculty
member/invigilator for the examination.
14. The protocol for open book examinations is different and students may be allowed
to have books, notes and/or computers. The faculty responsible for the course will
notify students ahead of time and supervise accordingly.

B. Examination Materials Needed for Most Nursing Examinations
1. Scantrons for multiple choice examinations need to be ordered at least 2-3 days
ahead of exam from undergraduate program assistant.
2. Scanning Master Key Form and Scanning Service Order Form are available upon
request from U/G program assistant or via this link
http://dc.med.utoronto.ca/service-request-forms under “Scanning Service
Requests”
3. Master Key shall be filled out in pencil
4. Scanning service order form (see template p. 7), scantrons to be marked, and
master key are to be delivered in an envelope to Discovery Commons (3rd floor
Rm 3172 Medical Science Building. See p. 6 of this document for directions).
5. Examination booklets (for longer essay questions) need to be ordered ahead of
time from the faculty receptionist.
6. A box or a suitcase for carrying exams is available from the faculty receptionist.
7. Individual Examination Candidate Forms for attendance (sample on p. 9) need to
be ordered at least 2-3 days ahead of exam from the undergraduate program
assistant. See FIPPA rules related to taking attendance on p. 4 of this document.
8. Arrange invigilators ahead of time. For classes of over 150 students, 3
invigilators work best as students must be accompanied to the bathroom. If
students are writing an examination in multiple rooms, ensure that at least two
invigilators per room are present.
9. Room Bookings
   a. Ensure room is suitable for number of students writing. If they are writing
      essay questions or a 3-hour exam, they need desk space to write.
   b. Check if there is a class prior to or following the exam so you can plan
      accordingly. Consider booking an extra hour for the exam to give you
      some flexibility.
   c. Re-confirm room booking prior to day of exam. Bring your room booking
      Confirmation from ACE or check booking at this link
      https://ace.utoronto.ca/webapp/f?p=200:1::::::
10. Bring Master Copy of the exam and answer key for reference if students have
    questions.
C. **Proctoring a Nursing Examination**

If any of your students are registered with Accessibility Services for an exam accommodation, then a copy of the exam needs to be dropped off ahead of examination date to Test Services at the Exam Centre, 3rd floor (McCaul St) either in person or via campus mail. It is the responsibility of the student and Test Services to notify instructors ahead of time, usually via email.

Send a Quercus announcement to the class prior to the exam. The announcement should include:

- Location and room number of examination.
- Exact start time.
- Reminder regarding what to bring, such as a pencil, pen, and valid identification.

**Examination Room Setup:** Exam booklets, scantrons, and examination candidate forms for attendance are best placed on desks prior to commencement of an exam. Prepared desks should reflect the number of students registered to write the exam. Bring extra copies of the exam but keep them separate from the ones placed on the desks. Start room preparation at least 30 minutes in advance for a class of over 150 students.

When examination room is ready, allow students into the room and instruct them to leave all bags, devices, notes and extra clothing at front of room (or under desk as outlined in new Arts and Science guidelines for invigilating examinations). Familiarize yourself with the items that are allowed during examination in section A of this document. Prior to commencing examination, explain expected conduct to students (see section A). Once students are seated, start examination, write the start time on a board. Update the time on the board hourly. Announce when they have 10 minutes left and when they have 5 minutes left.

Approximately 10-15 minutes into the examination, begin to collect the Examination Candidate Forms and check identification. Walk around the examination room during the exam especially with big classes. One teacher can remain sitting and watching at the front while the other teachers walk up and down the aisles and position themselves at the back or to the sides. Make eye contact with students as you walk around the room and be attuned to student gestures. Students needing to use the washroom during an exam are accompanied by a faculty member.

At the conclusion of the examination, count exams and scantrons to make sure the numbers tally. It is important to account for any unused exams because exam questions are often used in future exams.

It is good practice to number exam booklets and scantrons as they are collected – i.e. assign a number to each individual student and write the corresponding number on both exam booklet(s) and scantron.

Rev August 20, 2020
D. Process for Writing Exams Out of Sequence

In an exceptional circumstance, e.g. death in family or medical illness, a student may be allowed to write an exam out of sequence. In case of an illness, the student needs a note from a primary care provider and needs to fill out the following form: http://www.illnessverification.utoronto.ca/index.php. The student needs to contact the instructor as soon as possible prior to the exam. An alternate date needs to be set as close to the date of the original exam as possible. It is best to group multiple out of sequence writings of the examination at the same time. Instructors in the same semester of the program should collaborate and agree upon a common date for out of sequence writes prior to final exams. Invigilation can be shared among the instructors if they have a group of students writing at the same time. Students writing in groups must have an invigilator present in the room for the entire examination. Individual students must sign the Declaration of Confidentiality for Students Sitting Tests/Examinations at Other Than the Regular Specified Time (see page 9). Students in NUR 371/373/374 and NUR 361 all sign the Affidavit of Silence (see p. 10) during their examinations as similar examinations are used across rotations.

E. Freedom of Information and Protection of Privacy Act (FIPPA)


“Where written proof of attendance at final exams is necessary, students should provide it so that their personal information (i.e. their presence or absence) is not easily known or captured by others. Do not circulate an attendance list that allows students to learn each other’s personal information such as full name, full student number or their presence/absence.

A good practice is to use individual attendance forms or signature cards which are given to each student, and which ask for the date, their full name, full student number, course number and session, instructor’s name, and their signature. Such a form is completed at the beginning of the exam, and placed beside (or face down on top of) their student photo ID card on the examination desk. Invigilators should walk around the room to verify student photo ID cards on a student-by-student basis, noting the attendance on a sheet of names and numbers. Students should sign their individual attendance form in the presence of the invigilator as the forms are collected. Keep attendance forms for each exam in a secure place for at least one year and then destroy, along with the exams.”

Rev August 20, 2020
F. Policy on Final Examination Viewing for BScN Students

Within one month of the issue of final grade results, students can request to review their final examination papers. Examination papers may not be removed from the Faculty. Arrangements must be made with the Office of Student Services through the Registrar.

For clinical courses with repeating rotations (NUR361Y, NUR371Y, NUR373Y, NUR374Y), students will not be allowed to view the examinations until grades have been released for all of the rotations (two rotations in NUR361 and three rotations in NUR371/373/374). However, the request for the viewing must be submitted within one month of the release of grade.

Please note that when a final examination is failed, the examination is always reviewed by 2 faculty members to determine agreement with the failing grade. Faculty may not subsequently reread any final examination except on the authority of a formal petition.

Request for Examination Viewing Process

- Students must request to view a final exam through an email to the Faculty Registrar within one month of the release of the final course grade on ACORN/ROSI (Students are informed by the Assistant Dean and Registrar by email when their grades are posted at the end of each session/rotation)
- Assistant Dean and Registrar requests a copy of the student’s exam and answer key from the course instructor.
- Undergraduate program assistant informs the student when the exam is ready for viewing and books an appointment with the student.

Examination Viewing Process

- Students viewing examinations may not be accompanied by anyone else.
- Students are not permitted to take any belongings, including writing implements and cellphones, to the exam viewing room.
- Only calculators provided by the Office of the Assistant Dean and Registrar may be used by students to calculate examination marks (there will be a calculator in the viewing room when the student arrives).
- No exams or answer keys are to be removed from the exam viewing room by students.
- A student will be allowed 30 minutes to review one exam.

Examination Re-Grading Process

If a student wishes to have the final examination re-graded, a request should be submitted to the Office of Student Services outlining the student's reasons in detail. The request should be received within one week of viewing the examination. The Office of Student Services will review and triage requests, consulting with the course instructor as necessary. Requests will be granted only when they contain specific instances of
disagreement with the existing grading and an indication of the academic grounds for such disagreement. Students understand that a re-reading of an examination may lead to a lowering of the mark, to a raising of the mark, or to no change. A fee of $36 will be charged.

(Revised August 20, 2020)

G. Storage of Old Examinations

Examinations and candidate forms are stored in secure storage at the Faculty for one year. The candidate forms are stored with the exams as a record of attendance. Arrange for secure storage for completed exams with the faculty receptionist. For storage, place all files in a banker’s box, write course code, your name, and date when the exams can be shredded.

H. Discovery Commons and Scanning Service Information

Bring scantrons, scanning order form and master key to Discovery Commons. See map below and contact information below. The undergraduate program assistant can also drop them off for you.

Discovery Commons provides optical scan forms and electronic marking for multiple choice exams, tests and course/lecture evaluations using the Remark scanning software. A standard template bubble sheet form is available in electronic format. [http://dc.med.utoronto.ca/service-request-forms](http://dc.med.utoronto.ca/service-request-forms) Custom versions can be designed and tested with sufficient lead time.

After an exam, educators drop off their forms to the Discovery Commons for processing. The processed results will be returned via a secure Sharefile link, to the email provided in the Order form. The digital files stored using Sharefile are available for the period of one month only so they need to be saved to your computer. Processing time for scanning jobs...
is typically 2-3 business days, and this may vary depending on the nature of the material and during peak periods.

**Contact Information:**
Discovery Commons - Faculty of Medicine, University of Toronto
Rm 3172, 1 King's College Circle
Toronto ON M5S 1A8  Phone: 416-978-8504  Email: discovery.commons@utoronto.ca

I. Sample Scanning Service Order Form

Billing contact for this form is Finance Director.
Stephanie Mack 416-978-2832 Form can be customized for subtests if needed. See example above.
J. **Examination Forms** (forms available from undergraduate program assistant)

a. **Examination Candidate Form for Attendance**

University of Toronto
Examination Candidate Form

- Complete this form at the beginning of the exam
- Place this form beside student card on desk
- Sign this form at time of collection

________________________
Date

_____________________
Student Number

________________________
Name

________________________
Surname

________________________
Given Names

**Course**

**Course Name and Number - e.g., BIO 110Y**

________________________
Student’s Signature
(sign only at time form is collected)
b. Declaration of Confidentiality Form (for students writing exams out of sequence – before or after the scheduled test date)

DECLARATION OF CONFIDENTIALITY FOR STUDENTS SITTING TESTS/EXAMINATIONS AT OTHER THAN THE REGULAR SPECIFIED TIME

I, ______________________, having been granted permission to write
(Print Name)
a term test/examination in ______________________ at other than the
(Course designation)
regular specified time, hereby certify that I will not or have not
received any indication of its content from any source whatsoever,
and will reveal nothing of its content to anyone should the time
scheduled be prior to the regularly scheduled test/examination time.

I understand that failure to uphold my promise is an academic
offence and is subject to penalty under the University of Toronto
Code of Behaviour on Academic Matters [Section B i, l(b)].

Name: ______________________ Signature: ______________________
Student #: ______________________ Witness: ______________________
Date: ______________________

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c. **Affidavit of Silence Form** (for all students in NUR361/371/373/374 where more than one course section is writing the examination in a semester)

![Bloomberg University Logo]

**AFFIDAVIT OF SILENCE**

I, ___________________________, promise that I will not seek, receive, or divulge
(name of student)

any information pertaining to the contents of the term test/final examination in
__________________________________.
(course name/code)

If it is found that I knowingly contravened this agreement, I will fully accept any
and all consequences, resulting from my actions, as deemed appropriate by the

Lawrence S. Bloomberg Faculty of Nursing.

Signatures:

______________________________  ______________________________
Student Name                  Witness

______________________________  ______________________________
Date                            Date

Rev August 20, 2020
d. Front Page Template for BScN Examinations

Course No. and Title
Exam Title
Date

Course Instructor(s):

Time: (for example 10 am to 12 noon)

Percentage of Final Course Grade:

Instructions: (for example how many questions, answer on scantron sheets and if any short answer questions, how much worth and where answer these)

Number of Pages in Exam Booklet:

Student Name__________________      Student No.__________________