Guidelines for Instructors in the BScN Program: Fall 2021

Welcome! This document contains general information and reference materials to support successful teaching in the BScN program with the Lawrence S. Bloomberg Faculty of Nursing, University of Toronto.

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1. Key Dates for Fall 2021

Mon, August 23, 2021	Deadline to submit grading plans for review by Committee on Standing Return the Grading Plan Form to Kate Galvin (kate.young@utoronto.ca)
Wed, September 1, 2021 1pm – 2pm	Quercus Training on Teams: Click here to join the meeting Neal MacInnes will lead a training session on setting up Quercus and the Gradebook in Quercus.
Mon, September 13, 2021	Classes begin Ensure Quercus is open to students
Tues, September 14, 2021 11am – 12pm	Quercus Training on Teams: Click here to join the meeting Neal MacInnes will lead a training session on setting up Quercus and the Gradebook in Quercus.
Mon, October 25, 2021	Drop date: Final date to drop Fall session courses without academic penalty
Fri, December 10, 2021	Last day of Fall session classes Last day of Fall session clinical placements
Mon, December 13, 2021- Fri, December 17, 2021	Exam week
Thurs, January 6, 2022 By 10am	Final grades are due on eMarks

Bloomberg Nursing Sessional dates: https://bloomberg.nursing.utoronto.ca/current-students/sessional-dates-and-calendar/#content1

2. TEACHING

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

CTSI 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 CTSI 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 the Teaching Assistants' Training Program (TATP):
• Seminar Series
• Individual consultation
• Onsite observation and peer feedback
For more information, consult the TATP website: http://tatp.utoronto.ca

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

All instructors are required to provide an electronic copy of course outlines / syllabi to the Programs Assistant **at least one week prior to the start of each term** (Marisa Covello: marisa.luisi@utoronto.ca)**.** 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 late penalties. 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 throughout the term as appropriate and to return work worth a minimum of 10% of the final grade prior to the drop deadline.
- 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.
- The Grading Plan for each course must be submitted to the Faculty's Committee on Standing for approval every term. Kate Galvin (kate.young@utoronto.ca) will circulate instructions on how to submit grading plans via e-mail a few weeks 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 University Assessment and Grading Practices Policy: https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012)
- 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 / 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 posted at Sharepoint and in Appendix A.**
- CTSI has sample statements on granting or withholding permission for the recording of lectures that you may wish to include in your course outlines. Please refer to the website below for more information: http://teaching.utoronto.ca/ed-tech/audio-video/sample-statements/

2.3.   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 (416-640-5831; dnaccarato@uoftbookstore.com). Please use the following link to add text books to your course: http://data.uoftbookstore.com/adoptions/

Publishers may provide course teachers and TAs with a free copy of required course textbooks. Please contact the publisher representative for details. Dino Naccarato will be able to provide you with publisher representative contact information.

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 in putting 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 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.

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/
4) 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.
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6) This is the 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/

University of Toronto Library Services has a free course syllabus service:
https://onesearch.library.utoronto.ca/copyright/course-readings-and-reserves-support. The syllabus service provides creation of 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.

2.4.   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 assigned to us: Mikaela Gray (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 Arleen Morrin (arleen.morrin@utoronto.ca).

2.5.   Quercus

Quercus is the University of Toronto's Learning Management System. 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, Academic Information & Communication Technology Supervisor (neal.macinnes@utoronto.ca). Neal typically runs orientation and training sessions on Quercus the week prior to the start of classes and during the first few weeks of each semester. He also provides 1:1 support.

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). 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). At the end of each term, Faculty will download their final grades. Faculty have the option of submitting the grades to eMarks or of submitting grades to the Programs Assistant for uploading to eMarks. Kate Galvin (kate.young@utoronto.ca) will circulate instructions on grade submission a few weeks before the end of each session.

We will offer a mix of delivery modes for the Fall 2021 session with some courses offered remotely and some in-class. Students will all have access to Quercus for each course, no matter the mode of delivery. You MUST post the course outline, announcements, class notes, and so on within Quercus. **Note: The course website in Quercus must be opened to students no later than 9am on the Monday of the week classes begin each session.**

Please include the following in your course outline / syllabus:

"Students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the University of Toronto does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. The University of Toronto recognizes its commitment to human rights, equity and inclusion and acknowledges the disproportionate impact COVID-19 has on various parts of our community. COVID-19 is not isolated to people of any particular ethnic origin, place of origin or race. Equity, diversity and respect must remain integral as we continue to transition during these challenging times. The institution will monitor and address discriminatory comments or behaviour including on U of T's online platforms and classrooms.

In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

- Racial slurs or "jokes"
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion.

The University of Toronto's Equity Offices remain available to students to provide support on equity issues that arise as a result of COVID-19.

Students are encouraged to support one another and the University's commitment to human rights and our values of diversity, inclusion, and respect in managing any inappropriate comments or disruptive behaviours. If you experience or witness inappropriate comments or behaviours in your classes, you are encouraged to contact your instructor. If you can, take and share a screenshot of the inappropriate content with your instructor so they can follow-up with you and address the conduct."

2.6.   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. Instructors must make clear how assignments are to be submitted (e.g., electronically through Quercus, in paper format in class, etc.). Instructors must also inform students that their assignments submitted on Quercus will also be submitted to Turnitin to assist in the detection of plagiarism. Assignments will be submitted to Turnitin through Quercus once the instructor has set up this process in the course. 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/. 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.

Guidelines for the Submission of Written Assignments *
The ability to communicate in a scholarly manner in both speaking and writing is an expectation of the baccalaureate-prepared nurse. Scholarly writing is expected and will be considered in the grading of assignments.
1. The reference for format will be: *Publications Manual of the American Psychological Association* (2010) (6th Edition) published by the American Psychological Association for the Graduating Class

2021. The *Publications Manual of the American Psychological Association* (2019) (7ᵗʰ Edition) will be required for subsequent student cohorts.

2. Students are to follow guidelines for submission of assignments as specified by course instructors which may include submission electronically or in-person. Students are advised to put (1) their student number, and (2) their initials on the front page of each assignment. Please note that student numbers and initials are to be used in place of names.

3. Assignments are also submitted to Turnitin through Quercus as per course outline instructions.

4. 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.

    a. Negotiation of the submission of a paper after the due date because of extenuating circumstances must be discussed with the course instructor. The student must make this request in writing prior to the due date. Normally a medical certificate is required in the case of illness. 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.

    b. Grades of papers submitted after the due date, will be lowered by 2% per day that the paper is late, weekends included, unless an alternate due date has been negotiated. Papers submitted after a 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.

    c. 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.

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/
* These guidelines will apply for all assignments written in the undergraduate nursing program.
Revised April, 2014.

Returning Assignments to Students
Instructors can return all assignments / release grades for final exams to students before the Committee on Standing reviews final course grades for that term. If a final grade results in a course failure, the instructor should inform the Year Coordinator and the Program Director.

Instructors must communicate to students the process they will follow for return of assignments (e.g., electronically through Quercus, in-person, etc.). Students will not be permitted to retrieve papers on behalf of others without written consent.

Hard-copy assignments that are being returned after the end of term can be left with Marisa Covello, Programs Assistant at the Office of Student Services. Students should pick up their assignments from Marisa within one month after grades are officially released.

Assignments that have not been collected by students within one month will be returned to the instructor of the course. According to Freedom of Information and Protection of Privacy Act (FIPPA),

uncollected assignments and papers will be kept for at least one full year. Papers that have not been collected beyond one year can be returned to the Programs Assistant for shredding. It is also required 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.

2.7. Grading Practices and Regulations

Fall 2021 final grades are due by 10am on Thursday, January 6, 2022. It is imperative that marks are calculated and reported accurately. For assistance in setting up the gradebook on Quercus, reviewing the final grades on Quercus, or downloading the grades from Quercus, please contact Neal MacInnes (neal.macinnes@utoronto.ca). 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

2.8. 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 you teach. Summary responses to these teacher-specific items are private to you alone. Course evaluation results (without teacher-selected item responses) are also made available to Academic Administrators within the Faculty (Dean, Associate Dean Academic, and Program Director). Summary responses to the eight university-wide items as well as the four departmental items are made available across our Faculty community. Faculty may opt out of faculty-wide availability of course evaluation results. For more information on the course evaluation framework, please refer to the CTSI website at http://www.courseevaluations.utoronto.ca/.

Please find the Faculty of Nursing guidelines on student evaluation of courses and teaching effectiveness at https://bloomberg.nursing.utoronto.ca/wp-content/uploads/2016/10/Guidelines-for-the-Student-Evaluation-of-Teaching-in-Courses-revisions-Approved-by-Curriculum-Committee-May-24th-2016.pdf

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.

2.9. 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/.

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

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. 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/

2.10.   Resources to Assist with Students in 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 the Year 1 or 2 Coordinator, as appropriate. 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.

6If 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.

Student Disclosure Process
Students who have witnessed or experienced harassment, discrimination or harmful unprofessionalism can use the Faculty's disclosure protocol by either submitting an entry on the confidential Event Disclosure Form (EDF) or contacting the Faculty's designated intake officer, Grase Kim, Director, Office of the Dean at grase.kim@utoronto.ca.

Safety
www.safety.utoronto.ca
This website provides information on supportive resources and programs to address safety needs on campus.

Academic Success Centre (ASC)
http://www.asc.utoronto.ca/ 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])
http://healthandwellness.utoronto.ca/ 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
http://www.accessibility.utoronto.ca/
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
Health Sciences Writing Centre provides one-on-one sessions for both undergraduate and graduate nursing students (www.hswriting.ca/).

2.11   FIPPA – Q&As for instructors

The document, **FIPPA – Q&As 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:

https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/06/fippa-QA-for-Faculty.pdf

2.12   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

2.13   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. This means the 4 hours will be deducted from the total TA hours for the course i.e., 70 hours will be allocated 4 hours training and 66 hours in-course support. Meetings with TAs prior to the commencement of duties shall be with pay and scheduled for not less than 1 hour. The meeting will be explicitly noted on the DDAH form. Continuing TAs could have an additional hours of education, if needed and approved by the course instructor in consultation with the Program Director and Associate Dean Academic, 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. 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/2021/08/2021-Description-of-Duties-and-Allocation-of-Hours-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. A regular TA position works an average of 10 hours

per week and not more than 20 hours of work in any week or more than 8 hours per day. Teaching Assistants shall be granted a reasonable period of time in which to grade student coursework. Turnaround times shall be set out in the DDAH form. Departments shall not require or schedule work on Saturdays or Sundays, except for purposes of exam invigilation. The Associate Dean Academic's Office will send each instructor the DDAH form, which should be returned 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 are no changes). The DDAH form is submitted again to the Associate Dean Academic's Office.

In consultation with the assigned TA(s), faculty are encouraged to include TA related questions on the Course Evaluations. Then, the faculty will summarize the feedback received and provide it to TAs. As well faculty are expected to provide every assigned TA with a written evaluation. 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 with the TA at the end of the course. For any inquiries related to working with a TA, please email associatedeanacademic.nursing@utoronto.ca.

2.14 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.

2.15 Policy for Reviewing Graded Work

<u>Definitions</u>
Term work: any evaluation completed on or before the last day of classes. Term work may include: in-course tests, essays, group projects and discussion posts.
Final exam: an exam written or submitted after the last day of classes during the final exam period.
Re-read: when a portion of or a full graded evaluation is reviewed by a member of the faculty for potential grade changes. Term work re-reads have different protocols than final exam re-reads.

A. Term Work Review Process

The review of term work begins with an informal review and culminates in a formal re-assessment if needed as follows:

<u>Informal Review</u>
·   Students may discuss with the course instructor the feedback and grade on a piece of term work regardless of its value.

- Individual pieces of work may include: in-course tests, essays, group projects and discussion posts.

- A request to meet with the course instructor is to be made within <u>7 days</u> of a student receiving the grade for the piece of work.

- Meetings with the course instructor will provide the student with an opportunity to clarify feedback on their piece of term work and to discuss strategies to assist the student to be successful in the course.

Formal Re-assessment

- If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, a formal <u>Request for Re-assessment of an In-Course Piece of Work</u> may be made. A request for a formal re-assessment is made to the Director of the BScN Program after the student has discussed the piece of work with the Course Instructor.

- A request for a formal re-assessment of a piece of work can be made provided that the piece of work is worth at least 20% of the final grade in the course.

- To initiate a formal request for a re-assessment (i.e., re-grading) of a piece of work, students are to submit the request in a word document by email to the Director of the BScN Program **within 10 days of the completion of the informal review process**.

- When requesting the re-assessment, students must clearly detail the specific components of the assignment grade they are challenging. In the case where the assignment has a grading rubric, students must submit the rubric and identify the criterion on the rubric they believe was graded incorrectly along with an explanation of why the criterion should be evaluated higher. Without such documentation, the Director <u>may</u> decline the request for review of the assignment/test.

- The Director will send an anonymized and clean (no grading comments) copy of the assignment to a faculty member familiar with the content being evaluated in the assignment. The average of the course instructor's assigned grade and the grade assigned by the faculty reviewer will stand as the student's final grade on the assignment, which may be higher, lower, or the same.

B. Final Exam Review Process

Final exam viewing: Once final grades are released on ACORN, students will have 2 weeks to indicate their interest in viewing one or more of their final exams for that semester. The viewing appointment will be scheduled with Registrarial and Student Services and the student will view their graded work in a supervised setting. No portion of the graded final exam or any notes regarding the graded final exam may be retained by the student nor shared. If during the viewing, the student identifies a portion of the exam where they disagree with the grading, details regarding the grading of the specific question(s) will be recorded and retained by Registrarial and Student Services to substantiate a final exam re-read request. Students can't submit a final exam re-read request without first completing their final exam viewing and providing details for the request.

Final exam re-grade: After a final exam viewing is complete a student can submit a request for a final exam re-grade provided the following conditions are met:
  - Specific questions are identified where the student disagrees with the grading and specific rationale for the new grade is provided OR an addition error is found in tallying the final exam grade

- The total number of marks believed to be missing by the student would increase the final exam grade by 3% or more (except addition error).

There is a fee for final exam regrading requested by a student when both above conditions are met. If both conditions are met then Registrarial and Student Services will send the student a link to pay $36 for the re-read of the specific questions requested. The re-read may result in a grade increasing, decreasing or staying the same. If the grade changes in either direction the student will receive a refund of the fee. The outcome of this final exam re-read process is final and there are no further processes to revisit the grade.

3.   FACULTY GOVERNANCE

3.1.   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 7 standing committees.

Roles of Standing Committees of Faculty Council

Executive Committee – executes policies of Faculty Council and makes recommendations on membership of standing committees
Equity, Diversity, and Inclusion (EDI) Committee - advises and provides strategic guidance, consultation and recommendations to the senior management team, other Faculty Council's standing committees, and student governments on matters related to EDI
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 award/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.

There are MN and Doctoral Program Committees and several Faculty committees on promotions, workload and research. Ad-hoc committees and sub-committees are formed as required, particularly for academic selections.

3.2. 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.

4.   SUPPORT AND RESOURCES AT THE FACULTY

4.1.   Communications

Should you have any questions regarding support for your courses, please contact Programs Assistant Marisa Covello (marisa.luisi@utoronto.ca). For Quercus inquiries, please contact Neal MacInnes (neal.macinnes@utoronto.ca) or Allison Lee (ali.lee@utoronto.ca).

4.2.   Building Access

It is anticipated that the University of Toronto and the Faculty of Nursing will be increasingly more accessible to faculty, students, and staff starting the Fall term 2021. Please regularly check the website for more up to date information about building access.

4.3   UNDERGRADUATE LEADERSHIP TEAM

Nadine Janes Assistant Professor, Teaching Stream Undergraduate Program Director	nadine.janes@utoronto.ca 416-978-2849 HS 132
Shan Mohammed Assistant Professor, Teaching Stream Year 1 Coordinator	shan.mohammed@utoronto.ca 416-978-2068 HS 162
Zoraida Beekhoo Associate Professor, Teaching Stream Year 2 Coordinator	zoraida.beekhoo@utoronto.ca 416-946-8272 HS 156

4.4   Administrative Staff - Who to Contact?

DEAN'S OFFICE

Emily Hill Executive Assistant to the Dean	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.
Arleen Morrin Chief Administrative Officer	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.
Grase Kim Director, Office of the Dean	Inquiries related to Teaching Assistant assignments or CUPE 3902 Unit 1 collective agreement articles. Responsible for Faculty Council administrative matters and designated intake officer for confidential student disclosure of harassment, discrimination or harmful unprofessionalism.

DEVELOPMENT OFFICE

Laura Clark Director of Advancement	Fundraising, development, alumni relations, donor and prospect stewardship, donations management, event planning and coordination (awards ceremony, annual reunion, donor recognition, dean's reception).
Shonna Spicer Alumni Relations and Annual Fund Officer	Maintains and manages information about alumni, donors, prospects, campaign projects; alumni-related events, meetings, databases; development website information; support to Director.

BUSINESS AND FINANCE

Justin Lim 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 Director, Clinical Education Office	Coordinates clinical education, WSIB accident reporting, student preparedness requirements 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 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.
Kavita Kandhai Clinical Education Placement Officer	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 & Registrar	Assistant Dean & 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.
Shahryer Ahmed Associate Director, Recruitment & Admissions	Directs recruitment and admissions administration for all of our programs.
Kate Galvin Academic Advisor & Enrolment Coordinator	Monitors student progress across the BScN, MN, NP, PhD and DN programs from course enrolment to tracking students out of lock step, all the way to their convocation. Supports administration of curriculum change, grades, petitions and will ensure key documents such as the UG calendar, Grad handbook and instructor handbooks are up to date and distributed.
Angela Ho Student Financial Awards, Stewardship & Projects Officer	Administers scholarships, awards, bursaries procedures; counsels students on available sources of aid, financial management; produces statistics on financial support; admin support to Awards Committee.
David Kim Admissions & Programs Assistant	Assists with recruitment and admissions portfolio. Supports aspects of the academic programs such as classroom bookings for undergrad and grad programs.
Marisa Covello Records & Programs Assistant	Collects and archives records for all programs, provides support for final exams including room bookings, exam viewings and re-marks, and processes service requests such as letters of registration and licensure requests from our alumnae.

IT SUPPORT OFFICE

Sam Lipounov Director, Technology Services	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.
Barry St Denis Administrative Information and Communication Technologist	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 & Communication Technologist re: courseware; general IT help desk support and training.
Neal MacInnes Academic Information & Communication Technology Supervisor	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.
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.

4.5   Professional Expense Reimbursement Allowance (PERA)

The Professional Expense Reimbursement Allowance (PERA) is available to continuing full-time and part-time (not sessional faculty members) faculty and librarians who are governed by the Memorandum of Agreement between the University of Toronto and UTFA. For further details, please visit https://finance.utoronto.ca/policies/gtfm/travel-and-other-reimbursable-expenses/professional-expense-reimbursement-allowance/

APPENDIX A:

University and Faculty Policies for Inclusion in Course Outlines /Syllabi

BLOOMBERG
LAWRENCE S. BLOOMBERG
FACULTY OF NURSING
UNIVERSITY OF TORONTO

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* (2015): https://governingcouncil.utoronto.ca/secretariat/policies/professional-practice-behaviour-all-health-professional-students-standards-0

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

Course Drop Date
October 25, 2021 is the final date to drop Fall 2021 session courses without academic penalties.

Grading Regulations
The passing grade for all courses in the BScN program is 60%. Please consult the Bloomberg Faculty of Nursing Undergraduate Calendar for grading regulation guidelines: http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3

Guidelines for the Submission of Written Assignments*

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

1. The reference for format will be: *Publications Manual of the American Psychological Association* (2010). (6th Edition) published by the American Psychological Association for the Graduating Class of 2021. All subsequent student cohorts will use the *Publications Manual of the American Psychological Association* (2019) (7th Edition).

2. Instructors must make clear how assignments are to be submitted (e.g., electronically through Quercus, in paper format in class, etc.). Students should be advised to put (1) their student number and (2) their initials on the front page of each assignment. Please note that student numbers and initials are to be used in place of names.

3. Assignments are also submitted through Ouriginal (https://uoft.me/pdt-faq) as per course outline instructions.

4. 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.
   a. Negotiation of the submission of a paper after the due date because of extenuating circumstances must be discussed with the course instructor. The student must make this request in writing prior to the due date. Normally a medical certificate is required in the case of illness. 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.
   b. Assignments that are more than two weeks late without prior agreement for extension of the due date will not be accepted. 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 and to communicate with the instructor. Contact Kate Galvin (kate.young@utoronto.ca) for information on the petition process.
   c. 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.

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/

* These guidelines will apply for all assignments written in the undergraduate nursing program. (Revised April, 2014)

Plagiarism & Academic Integrity

Ouriginal is used in this course. Normally, students will be required to submit their course assignments to Ouriginal 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 Ouriginal 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 Ouriginal service are described on the Centre for Teaching Support and

Innovation website (https://uoft.me/pdt-faq). Students do have the option of handing in all their rough drafts and notes of their paper/assignment if they are opposed to using Ouriginal. 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 http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/07/p0701-coboam-2015-2016pol.pdf. 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 impersonate another, or to have another person impersonate you 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).

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. 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/

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 (cristina.peter@utoronto.ca) and Lisa van der Laan, Accessibility Services (416-978-0173 or lisa.vanderlaan@utoronto.ca).

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. **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 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.

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 (www.library.utoronto.ca).

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

The Faculty of Nursing guidelines for the Student Evaluation of Teaching in Courses (2016) can be found at Guidelines-for-the-Student-Evaluation-of-Teaching-in-Courses-revisions-Approved-by-Curriculum-Committee-May-24th-2016.pdf (utoronto.ca)

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
Students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the University of Toronto does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. The University of Toronto recognizes its commitment to human rights, equity and inclusion and acknowledges the disproportionate impact COVID-19 has on various parts of our community. COVID-19 is not isolated to people of any particular ethnic origin, place of origin or race. Equity, diversity and respect must remain integral as we continue to transition during these challenging times. The institution will monitor and address discriminatory comments or behaviour including on U of T's online platforms and classrooms.

In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

- Racial slurs or "jokes"
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion.

The University of Toronto's Equity Offices remain available to students to provide support on equity issues that arise as a result of COVID-19.

Students are encouraged to support one another and the University's commitment to human rights and our values of diversity, inclusion, and respect in managing any inappropriate comments or disruptive behaviours. If you experience or witness inappropriate comments or behaviours in your classes, you are encouraged to contact your instructor. If you can, take and share a screenshot of the inappropriate content with your instructor so they can follow-up with you and address the conduct.