Guidelines for Graduate Teaching: Winter 2022

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

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1. KEY DATES FOR WINTER 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Dec 6, 2021</td>
<td>Deadline to submit grading plans for review by Committee on Standing Return the Grading Plan Form to Kate Galvin (<a href="mailto:kate.young@utoronto.ca">kate.young@utoronto.ca</a>)</td>
</tr>
<tr>
<td>Tues, Jan 4, 2022</td>
<td>Final course outline/syllabus due to Marisa Covello (<a href="mailto:marisa.luisi@utoronto.ca">marisa.luisi@utoronto.ca</a>)</td>
</tr>
<tr>
<td>Mon, Jan 10, 2022</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Sun, Feb 20, 2022</td>
<td>Final date to drop winter session courses without academic penalty</td>
</tr>
<tr>
<td>Fri, April 8, 2022</td>
<td>Last day of winter session classes</td>
</tr>
<tr>
<td>Fri, May 6, 2022</td>
<td>Final grades are due on eMarks</td>
</tr>
</tbody>
</table>

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, including topics such:

- 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. 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, objectives, and
evaluation methods. Students must be informed of all assignments including due
date of each assignment, the weight each assignment carries in the grading plan,
and late penalties. There is no university policy related to academic penalty for late
assignments for graduate students. The Bloomberg Nursing Curriculum Committee,
however, has approved that a 5% per day late penalty be applied to all Master’s
courses. You must specify what constitutes late and the 5% penalty per day in the
course outline (e.g. Assignments submitted after the due date will accrue a late
penalty of 5% each day, including weekend days). Late penalties will be calculated in
final grades, even if this results in course failure.

- Although it is no longer mandatory to return a graded assignment to graduate
  students before the drop date each term, you are encouraged to continue this
  practice as appropriate.
- Group-graded work should not exceed 25% of the total grade.
- Marks for class participation should not exceed 20% of the total grade.
- All graduate instructors are expected to use Ouriginal (a tool to detect plagiarism –
  see also sections 1.6 and 1.11) and inform students at the start of the course that
  assignments will be submitted to Ouriginal 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.
- Once a course outline has been distributed, assignments, tests and evaluations may
  only be changed if a majority of students in the class approve the changes.
  Consequently, such changes should only be considered in extraordinary situations.
  Please consult the appropriate Program Director if you are considering a mid-course
  change in grading plan.
- There are university and faculty policies that should be included in each course
  outline / syllabus. Please see Appendix A at the end of this package with the current
  information that must be included in each graduate course outline / syllabus. Please
  cut and paste these into your course outline / syllabus. A copy of the appendix is
  also attached in WORD format.
  Each course outline should have our current faculty logo as displayed on the first
  page of this document. Please refer to the Faculty Letterhead and the Faculty Logo
  in Sharepoint and Appendix A.

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 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/

The University of Toronto Library 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 (www.library.utoronto.ca). You should each have access to our outstanding library system. Procedures for accessing 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.

For winter 2022, a number of courses will continue to be offered online/remotely and a number of courses will resume in-person/on-campus delivery. No matter the delivery mode, students
will all have access to Quercus for your course. You should 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). At the end of each term, Faculty will download their final grades. Faculty have the option of submitting the grades to eMarks or 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.

Please note that the course outline information is identified in Appendix A under ‘IMPORTANT UNIVERSITY AND FACULTY POLICIES’, cut and paste this information into your graduate course outlines. The following 3 sections immediately below contain student information that should be posted within your Quercus course and within all course outlines (these are included in Appendix A).

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

For courses being offered entirely or partially on-line/remotely, the on-line portions of the course, including your participation, will be recorded and will be available to students in the course to view. Course recordings and materials belong to your instructor, the University, and/or other sources 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.

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 (January 10, 2022 for the winter 2022 semester).

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.

“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.”

**Student Disclosure Process**

The University of Toronto and the Lawrence S. Bloomberg Faculty of Nursing are dedicated to fostering a supportive and safe academic environment in which the learning and scholarship of students may flourish. The safety and well-being of students, including their ability to learn in an environment of professionalism, collegiality, civility and respect are of utmost importance. Students who have witnessed or experienced harassment, discrimination or harmful unprofessionalism can use the Faculty’s disclosure protocol. Students can disclose 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.

**2.6. Assignments**

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

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

Instructors are expected to require students to submit their assignments to Ouriginal using Quercus to assist them in the detection of plagiarism. Detailed instructions on the use of Ouriginal can be found through the Centre for Teaching Support and Innovation at [https://uoft.me/pdt-faq](https://uoft.me/pdt-faq).

Students must put on the front page of each assignment:
1. Course name,
2. Course number,
3. Instructor name,
4. Student Name and number or Student initials and number if they prefer to leave out their name.

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

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

**Returning Assignments to Students**

Instructors can return all assignments / release grades for final exams to students before the Committee on Standing reviews final course grades for that term.

For on-line courses, graded assignments can be returned to students via Quercus. Students wishing to review their exam results should arrange to meet directly with the instructor (or Teaching Assistant) via telephone or virtually. Normally, assignments are evaluated and returned to students within **two weeks of submission** but must always be evaluated and returned within four weeks after submission.

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

**2.7. ProctorU Live+**
Online exam(s) within this course [may] use online invigilation provided by ProctorU® a live online proctoring service that allows completion of the assessment from an off-campus location. A highly trained human proctor will observe your completion of the exam using specialized software. Recordings will be made and held for a limited period of time in order to ensure academic integrity is maintained. The University of Toronto has an institutionally endorsed agreement with ProctorU® that protects the privacy of the recordings, and other personal information.

**Requirements:** Students taking their examinations online will be proctored by ProctorU® throughout the duration of the exam. Access to a computer that can support remote recording is your responsibility as a student. You will need to ensure that you can complete the exam using a reliable computer with a webcam and microphone available, as well as a high-speed internet connection. Please note that you will be required to show your T-Card prior to beginning to write the exam.

Detailed information and an opportunity to test your setup will be provided prior to the exam date. For additional information about online proctoring please see course information in Quercus, or visit UofT Online Proctoring Guidelines at [https://teaching.utoronto.ca/ed-tech/online-learning/online-proctoring/](https://teaching.utoronto.ca/ed-tech/online-learning/online-proctoring/)

**General Description for Using ProctorU Live+:** Students must first confirm their identity with photo ID with the human proctor. The proctor then closely monitors students and their immediate environment throughout the entire exam using webcams and remote desktop monitoring through high-speed Internet connections. All components of proctoring must be maintained for the duration of the exam. During the exam, the proctor may reach out to the student if they lose the ability to proctor the exam (camera view obstructed/loss of remote desktop view). If the proctor contacts the student during the exam through a pop-up message, voice, or a loud beep, the student is required to respond to the proctor. Failure to respond to the proctor to allow proctoring threatens the integrity of the exam. Non-compliance with exam protocols flagged by the invigilator will be investigated to determine whether an academic offence has been committed as per the University of Toronto Governing Council Code of Behaviour on Academic Matters (2019). At the completion of the exam, a report of student exam-taking behaviours is generated and reviewed by the instructor(s) and our IT staff. Exam grades will not be released to students until the integrity of the exam has been verified through ProctorU®, the course instructor(s), and our IT staff.

**Privacy and Information Security:**

The University of Toronto has a contract with ProctorU® that protects the privacy of the recordings, and other personal information. As you will be video recorded while writing the exam, you may want to consider preparing the background (room / walls) so that personal details you would not want visible are removed or take your exam in a room that you are comfortable showing on camera. It is recommended that students using ProctorU® services remove the Chrome or Firefox extension after completion of the exam.

**Retention of Video Content:** Recordings captured via the ProctorU® system are available to the University and the instructor for one year after a recording is made. After this period of time has passed, recordings are purged.
For more information see ProctorU ®: https://teaching.utoronto.ca/ed-tech/online-learning/online-proctoring/proctoru-privacy/

2.8. Grading Practices and Regulations

Grades must be submitted by the designated grade submission deadline for each term. It is imperative that marks are calculated and reported accurately. For assistance in setting up the grade book 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.

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

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

** FZ = Fail

Communication about Academic Progress

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

Appeals Procedures

Graduate students and faculty should consult the "Appeals" section in the School of Graduate Studies Calendar or on the SGS website (General Regulations | School of Graduate Studies (SGS) Calendar (utoronto.ca).

Reporting Summary Grades for Assignments Throughout Each Course

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

2.9. **Course Work Extensions for Graduate Students**

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

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

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**i) Request for course work extensions beyond the end-date of a course**

The authority to grant an extension for the completion of work in a course beyond the original SGS deadline for that course rests with the graduate unit in which the course was offered, not the instructor of the course. Students should still discuss extensions with the course professor, but the student must also submit a formal request for a course extension using a standard form provided by SGS at http://www.sgs.utoronto.ca/Documents/Extension+to+Complete+Coursework.pdf. The completed form should be submitted to Heather Thomson, MN & PMNP Director or Edith Hillan, Director, Doctoral Programs Director for approval.

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

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

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

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

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

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

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

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

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

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

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

We participate in a university-led ‘Student Evaluation of Courses and Teaching Effectiveness Process’ process. Students are invited electronically to complete course evaluations. Course evaluations include 3 types of evaluation items: university-wide, faculty/department- specific, and teacher-specific. You will be invited to select up to 5 items from a pre-set bank of teacher-specific items to include in the evaluation of each course you teach. Course evaluation results (with the exception of teacher-selected items) are also made available to academic administrators (the Dean, Associate Dean Academic, and the Program Director). Summary responses to these teacher-specific items are private to you alone. Summary responses to the eight university-wide items as well as the two departmental items are 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).
Increasingly, student feedback is an essential component of tenure, promotion and re-appointment reviews so you are strongly encouraged to highlight the importance of student evaluation of your course to students. The CTSI website has resources and tips to help you talk to your students about course evaluation. Visit http://courseevaluations.utoronto.ca for details.


2.11. Academic Integrity and Plagiarism

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

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

Ouriginal 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://q.utoronto.ca/courses/46670/pages/integration-plagiarism-detection-tool. Instructors are expected to use Ouriginal in all graduate courses. You must include the following statement in your course outlines (updated August 2019):

Normally, students will be required to submit their course assignments to the University’s plagiarism detection tool (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 tool’s (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 rough notes of their paper if they are opposed to using Ouriginal. These students should approach faculty in advance.

Email help for Ouriginal can be accessed via q.help@utoronto.ca

The following link also provides useful tips and services to deter plagiarism: http://writing.utoronto.ca/teaching-resources/deterring-plagiarism/.

If potential academic misconduct comes to an instructor’s attention, the instructor should immediately inform the student and invite him or her to discuss the matter. The instructor should also inform the appropriate Program Director and the Associate Dean, Academic. Meeting with students about potential academic dishonesty cannot be delegated to a TA. For
more information, please visit: https://www.sgs.utoronto.ca/policies-guidelines/academic-integrity-resources/

2.12. Guidelines for Ethical & Professional Conduct for Nursing students

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

The Faculty’s Guidelines complement the following University policies:

Code of Behaviour on Academic Matters

Code of Student Conduct

Standards of Professional Practice Behaviour for all Health Professional Students
https://governingcouncil.utoronto.ca/secretariat/policies/professional-practice-behaviour-all-health-professional-students-standards-0

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

2.13. Resources to Assist with Challenging Students and Students in Difficulty

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

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

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 counseling and group therapies for anxiety, low or depressed mood and resilience (e.g. Mindfulness-Based, Cognitive-Behavioural Therapy for Anxiety) and psychiatric medication services. Students also have access to counselling services on-site at the Faculty of Nursing through an Embedded Wellness Counsellor, Liz Montgomery. Students can call 416-978-8030 to book an appointment.

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

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

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

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

2.14 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:

2.15 A Guide to the Personal Health Information Protection Act

This guide was created to give health information custodians a basic understanding of how the Personal Health Information Protection Act applies in the course of day-to-day activities:
2.16 Mask Fit Policy and Mask Fit Accommodation Form

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

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

2.17 Working with a Teaching Assistant or Instructional Assistant

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

The Teaching Assistant Training Program (TATP) is an excellent support program for TAs offered through the Centre for Teaching Support and Innovation (CTSI). New TAs are required to attend 4 hours of paid training. This means the 4 hours will be deducted from the total TA hours for the course i.e., 70 hours will include 4 hours training and 66 hours in-course support. Also 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. As per CUPE 3902 Unit 1 Article 17:01(c) all TAs (continuing and first-time) are entitled to 2 additional hours of work-related paid training per academic year in which they hold at least 1 appointment, if requested and approved by the course instructor in consultation with the MN Program Director and Associate Dean Academic. TA training only applies to our graduate students and not to our IAs. More information is available at the TATP website: [http://tatp.utoronto.ca](http://tatp.utoronto.ca). A CUPE 3902 Training Request Form must be signed by you as their supervisor.

Supervisors are responsible for completing the Description of Duties & Allocation of Hours (DDAH) form and arranging to meet with their Teaching Assistant(s) once prior to the commencement of duties and subsequently 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/IA prior to the start of the course to determine the allocation of TA hours within the course. In making this determination, it is advisable to consider both the nature of the support you will require, as well the needs of the TA/IA as a developing scholar. You will need to complete the DDAH form that both you and the TA/IA will sign. A regular TA position works an average of 10 hours per week and normally 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 needs to be signed by both the instructor and TA/IA a second time following the mandatory mid-course meeting (even if there are no changes) and submitted to the Associate Dean Academic’s Office.

In consultation with the assigned TA/IA for your course, faculty are encouraged to consider including an item to evaluate TA/IA performance within the course evaluation (would be an instructor-selected item). If desired, faculty could provide summary feedback to the TA/IA on student responses to the TA/IA evaluation item. As well faculty are expected to provide every assigned TA/IA with a written evaluation for each course as feedback on the TA/IA’s effectiveness in the course. Near the end of the course, you will be asked to complete a short evaluation form related to the TA/IA’s performance in your course. This evaluative information is provided to the TA/IA to support her/his ongoing development. You may also wish to debrief in person with the TA/IA at the end of the course. For any inquiries related to working with a TA/IA, please email associatedeanacademic.nursing@utoronto.ca.

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, Inclusion and Indigenous Reconciliation (EDIIR) 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 to amplify the diverse voices of those who have historically faced obstacles in the profession of nursing and society.

**Committee on Standing** - oversees grading plans for all courses; addresses issues concerning students’ academic standing.

**Admissions Committee** - approves admission of qualified applicants to all Programs, and makes recommendations on entrance requirements.

**Curriculum Committee** - reviews and reports recommendations to Council on changes to all existing curricula and policies regarding program delivery.

**Awards Committee** - selects candidates for awards & reviews award/funding policies.

**Appeals Committee** - All graduate student appeals are governed by SGS policies. The Graduate Department Academic Appeals Committee (GDAAC) considers graduate academic appeals as a first step in this process.

ii) Faculty Program Committees

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

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

**Doctoral Programs Committee:**
All faculty who teach in the doctoral programs 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.

3.2. Graduate Program Governance

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

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

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

4.1. Communications

In winter 2022 we will have a mix of courses that are offered remotely / online (e.g., via Quercus) and in-person/on-campus. Clinical practicums and scheduled simulation labs are planned to be in person. Should you have any questions regarding support to your courses, please contact the Program Assistant by email at academic.nursing@utoronto.ca.

4.2. Building Access

The University of Toronto campus, including our Health Sciences Building, is accessible for faculty, staff, and students as we start the winter 2022 session. Please consult our Faculty of Nursing website for up to date information and guidelines about required screening and safety protocols.

4.3. Administrative Staff - Who to Contact?

DEAN’S OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debra Burrowes/Emily Hill</td>
<td>General admin support to the Dean; liaison with vice-provost's office related to faculty appointments on behalf of Dean; scheduling, correspondence, coordination of meetings, travel for the Dean; coordination of faculty meetings, General Faculty, Executive, and other meetings called by the Dean.</td>
</tr>
<tr>
<td>Arleen Morrin</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>
<tr>
<td>Grase Kim</td>
<td>Inquiries related to Teaching Assistant assignments or CUPE 3902 Unit 1 collective agreement articles. Responsible for Faculty governance, Faculty Council, academic appeals, and the confidential student disclosure process for reporting harassment, discrimination or harmful unprofessionalism.</td>
</tr>
</tbody>
</table>

DEVELOPMENT OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Clark</td>
<td>Fundraising, development, alumni relations, donor and prospect stewardship, donations management, event planning and coordination (awards ceremony, annual reunion, donor recognition, dean’s reception/gala, etc.), marketing and publications, media and public relations.</td>
</tr>
</tbody>
</table>
| **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 | Coordinates clinical education, WSIB accident reporting, student preparedness requirements (e.g. police records checks, immunization, N95, CPR, etc.) and student placement agreements; leads ongoing liaison activities, including external relations and development of partnerships with all levels of prospective practicum preceptors; develops processes and maintains standard databases and/or placement management software; creation of transparent and efficient practicum policy and procedures. |
|---|---|

| **Sharon Lee**  
Student Placement Coordinator | Administrative support for clinical education; maintains information on student placements, preceptors, related database management, reports placement information to receiving agencies, tracks student preparedness requirements, preparation of correspondence & communication re: clinical placements, agreements, clinical instructors, etc. |
|---|---|

| **Kong Ng**  
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. |
|---|---|

<table>
<thead>
<tr>
<th><strong>Kavita Kandhai</strong></th>
<th>Administrative support for clinical education; maintains information on student placements, preceptors, related database management, reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role/Membership</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Practicum Placement and Professional Development Officer</td>
<td>Placement information to receiving agencies, tracks student preparedness requirements, preparation of correspondence &amp; communication re: clinical placements, agreements, clinical instructors, etc.</td>
</tr>
</tbody>
</table>

**STUDENT SERVICES**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesley Mak</td>
<td>Assistant Dean &amp; Registrar</td>
<td>Assistant Dean &amp; 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.</td>
</tr>
<tr>
<td>Shahryer Ahmed</td>
<td>Associate Director, Recruitment &amp; Admissions</td>
<td>Directs recruitment and admissions administration for all of our programs.</td>
</tr>
<tr>
<td>Kate Galvin</td>
<td>Academic Advisor &amp; Enrolment Coordinator</td>
<td>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.</td>
</tr>
<tr>
<td>Angela Ho</td>
<td>Student Financial Awards, Stewardship &amp; Projects Officer</td>
<td>Administers scholarships, awards, bursaries procedures; counsels students on available sources of aid, financial management; produces statistics on financial support; admin support to Awards Committee.</td>
</tr>
<tr>
<td>David Kim</td>
<td>Admissions &amp; Programs Assistant</td>
<td>Assists with recruitment and admissions portfolio. Supports aspects of the academic programs such as classroom bookings for undergrad and grad programs.</td>
</tr>
<tr>
<td>Marisa Covello</td>
<td>Records &amp; Programs Assistant</td>
<td>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.</td>
</tr>
</tbody>
</table>

**IT SUPPORT OFFICE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Lipounov</td>
<td>Director, Technology Services</td>
<td>Responsible 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. Leads the IT team; manages IT annual capital budgets; defines metrics based on overall Faculty objectives, and ensures the integrity, reliability, security, and performance of information systems.</td>
</tr>
</tbody>
</table>
| 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 in 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 courses. Supported technologies include Quercus, Ouriginal, Echo360 video recordings, Techsmith Relay video recordings, TopHat webinars, SimChart, and more. Develops training and support materials, assists with Faculty projects and backs-up Admin IT. |
| Sai Ranganathan  
Technology Support Analyst | First level Help Desk technical support; A/V equipment setup and management; new computer set ups (PC, laptop, MAC); Simulation Laboratory control room support; IT inventory management; IT issues triage. |
APPENDIX A:  
University and Faculty policies for inclusion in course outlines / syllabi

**IMPORTANT UNIVERSITY AND FACULTY POLICIES**

**Course Drop Date**
Sunday, February 20, 2022 is the final date to drop Winter 2022 session courses without academic penalties. For sessional dates for 2021-22 visit: https://bloomberg.nursing.utoronto.ca/current-students/sessional-dates-and-calendar#content2

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

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

**Submission of Assignments**

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

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

Questions About Assignments:
In the interest of fairness and transparency, please direct your questions about papers/assignments to the proper discussion board on Quercus. If you do send an email to the instructor or teaching assistant, you may be encouraged to share this question on the discussion board if the information is helpful to other learners in the course.

Students are not permitted to submit a detailed, formal outline of the assignment for evaluation or instructor/TA feedback before the due date. As always, the instructor and/or TA would be happy to answer your questions via Quercus, email, telephone, or virtually.

Plagiarism & Academic Integrity
Ouriginal is used in this course. Normally, students will be required to submit their course assignments to the University's plagiarism detection tool (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 tool's (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 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;
(e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
(f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted. (Code of Behaviour on Academic Matters, 2019)

All suspected incidents of academic misconduct will be investigated following procedures outlined in the Code of Behaviour on Academic Matters (University of Toronto Governing Council, 2019).

ProctorU Live+
Online exam(s) within this course [may] use online invigilation provided by ProctorU® a live online proctoring service that allows completion of the assessment from an off-campus location. A highly trained human proctor will observe your completion of the exam using specialized software. Recordings will be made and held for a limited period of time in order to ensure academic integrity is maintained. The University of Toronto has an institutionally endorsed agreement with ProctorU® that protects the privacy of the recordings, and other personal information.

Requirements: Students taking their examinations online will be proctored by ProctorU® throughout the duration of the exam. Access to a computer that can support remote recording is your responsibility as a student. You will need to ensure that you can complete the exam using a reliable computer with a webcam and microphone available, as well as a high-speed internet connection. Please note that you will be required to show identification prior to beginning to write the exam.

Detailed information and an opportunity to test your setup will be provided prior to the exam date. For additional information about online proctoring please see course information in Quercus, or visit UofT Online Proctoring Guidelines at https://teaching.utoronto.ca/ed-tech/online-learning/online-proctoring/

General Description for Using ProctorU Live+: Students must first confirm their identity with photo ID with the human proctor. The proctor then closely
monitors students and their immediate environment throughout the entire exam using webcams and remote desktop monitoring through high-speed Internet connections. All components of proctoring must be maintained for the duration of the exam. During the exam, the proctor may reach out to the student if they lose the ability to proctor the exam (camera view obstructed/loss of remote desktop view). If the proctor contacts the student during the exam through a pop-up message, voice, or a loud beep, the student is required to respond to the proctor. Failure to respond to the proctor to allow proctoring threatens the integrity of the exam. Non-compliance with exam protocols flagged by the invigilator will be investigated to determine whether an academic offence has been committed as per the University of Toronto Governing Council Code of Behaviour on Academic Matters. At the completion of the exam, a report of student exam-taking behaviours is generated and reviewed by the instructor(s) and our IT staff. Exam grades will not be released to students until the integrity of the exam has been verified through ProctorU®, the course instructor(s), and our IT staff.

**Privacy and Information Security:**
The University of Toronto has a contract with ProctorU® that protects the privacy of the recordings, and other personal information. As you will be video recorded while writing the exam, you may want to consider preparing the background (room / walls) so that personal details you would not want visible are removed or take your exam in a room that you are comfortable showing on camera. It is recommended that students using ProctorU® services remove the Chrome or Firefox extension after completion of the exam.

**Retention of Video Content:** Recordings captured via the ProctorU® system are available to the University and the instructor for one year after a recording is made. After this period of time has passed, recordings are purged.

For more information see ProctorU®: Privacy and Security Information Notice for Students please see the following https://teaching.utoronto.ca/ed-tech/online-learning/online-proctoring/proctoru-privacy/

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

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

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

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


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

**Minimum Recommended Computer System Requirements**
Laptop or Desktop
4GB Ram
Windows 10 or MacOS 10.14
Screen Resolution of 1280 x 720
Webcam
Headphones
Microphone (Built-in, on headphones, or external)
DSL or Cable Internet with 10 Mbps upload and download
If you have purchased your computer within the last 3-5 years you will likely have no trouble meeting these requirements. If your computer does not meet the minimum requirements, you may have difficulty using some of the applications. You will need the webcam to enable online proctoring for any proctored examinations.

For proctored examinations we use the ProctorU ® service and technical requirements for that service can be found here: https://www.proctoru.com/auto-resource-center

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

In addition to the computer system requirements, it is also recommended you have sufficiently fast Internet. Ensure you have DSL or Cable Internet with at least 10 Mbps download speed and at least 10 Mbps upload speed. Dial-up Internet is not recommended.

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

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

- A PDF Reader (Adobe Reader, Preview, etc.)
- Word Processing Software (ie. Microsoft Office available free from U of T)
- Two web browsers (Firefox and Chrome are recommended)

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

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

This course, including your participation, will be recorded and will be available to students in the course for viewing.

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.

“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."

**Student Disclosure Process**

The University of Toronto and the Lawrence S. Bloomberg Faculty of Nursing are dedicated to fostering a supportive and safe academic environment in which the learning and scholarship of students may flourish. The safety and well-being of students, including their ability to learn in an environment of professionalism, collegiality, civility and respect are of utmost importance. Students who have witnessed or experienced harassment, discrimination or harmful unprofessionalism can use the Faculty’s disclosure protocol. Students can disclose 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.
APPENDIX B
Guidelines for Promoting Student Success

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

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

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

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

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

Faculty members determine how to support students and prepare students for course assessments/assignments. Faculty members may draw upon the many supports that the University of Toronto offers, such as the Writing Centre: https://www.hswriting.ca/ and the Centre for Academic Success: https://studentlife.utoronto.ca/department/academic-success/

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

Faculty members are obligated to mark assignments by providing comments and assigning numeric and related letter grades. Faculty will record grades in the gradebook on Quercus. At the end of each term, Faculty can download the gradebook from Quercus and submit it to eMarks (or to the Programs Assistant to submit to eMarks). eMarks will convert grades to the graduate grade scale (eg. eMarks will round up/down as appropriate and convert number grades to letter grades). Please note that final grades are rounded up or down to the nearest whole number (e.g., grades ending in .1-.4 are rounded down, grades ending in .5-.9 are rounded up).
Students with Academic Concerns: Faculty Process Suggestions
When faculty members grade an assignment/paper as very poor or as failing, there are additional steps to consider. According to SGS policy, the faculty member must meet with the student to review the assignment/paper in person, by phone, or through remote technology such as Teams or ZOOM. This invitation can be written as part of the assignment/paper feedback comments delivered during class when assignments are returned, or through email.

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

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

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

At the end of the course, if the faculty member is submitting a failing grade to the Committee on Standing, please ensure that you alert the Program Director.