Guidelines for Graduate Teaching: Fall 2023

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 (U of T).

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1. KEY DATES FOR FALL 2023

<table>
<thead>
<tr>
<th>Date/Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18, 2023</td>
<td>Deadline to submit grading plans for review by Committee on Standing Return the Grading Plan Form to Bushra Shahrin: <a href="mailto:bushra.shahrin@utoronto.ca">bushra.shahrin@utoronto.ca</a></td>
</tr>
<tr>
<td>On or before the first day of class</td>
<td>Final course outline/syllabus due to the Office of the Associate Dean Academic: <a href="mailto:associatedeanacademic.nursing@utoronto.ca">associatedeanacademic.nursing@utoronto.ca</a></td>
</tr>
<tr>
<td>Mon Sept 11th, 2023</td>
<td>Classes begin. Ensure Quercus is open and that the course syllabus is available.</td>
</tr>
<tr>
<td>Mon Nov 6th, 2023</td>
<td>Final date to drop Fall session courses without academic penalty.</td>
</tr>
<tr>
<td>Fri Dec 1st, 2023</td>
<td>Last day of Fall session classes.</td>
</tr>
<tr>
<td>TBA</td>
<td>Final grades are due on eMarks for Fall session courses/</td>
</tr>
</tbody>
</table>

2. TEACHING

Instructors should consider resilient course design in anticipation of unexpected events and interruptions to the semester. Strategies to support resilient course design that instructors may wish to consider include:

- Planning for alternative content delivery methods as required (e.g., online content, another faculty member, instructor, or TA to cover the class)
- Posting slides and encouraging students to share notes.
- Attention to the weighting of and flexibility of assessments (e.g., requiring discussion postings in 3 of 6 required weeks or taking the highest 3 marks out of % quizzes)

Should there be more significant challenges with course delivery due to unexpected events and instructors are considering changes to course exams, assignments, or weighting, they should please consult with the appropriate Program Director prior to making changes such as:

- Changing an in-person exam to online
- Changing the method or weighting of course assignments.

Please visit: https://teaching.utoronto.ca/resources/online-learning-at-u-of-t/ for more information.

2.1. Academic Consideration for Absences and Missed Academic Obligations

Academic consideration is the process of granting a student an academically appropriate exception in a course for not having met an academic obligation. An academic obligation includes in-class assessment, such as, but not limited to, a quiz, test, paper or other written assignment, class participation, or presentation.

Students who miss an academic obligation and wish to seek academic consideration in a course must contact their instructor as soon as possible to declare an absence. Students who declare an
absence should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation. Students can only declare an absence once per academic term (e.g., the fall term) for a maximum period of 7 consecutive calendar days.

Submitting an absence declaration does not initiate the process of academic consideration. It is the student’s responsibility to arrange for academic consideration (e.g., through following instructions in their syllabus related to extensions on assignments or missed tests).

Please note that evidence of having declared an absence cannot be used to seek academic consideration for matters that require a petition (e.g., final exam/final assessments) or that involve clinical placement absences. The seven-day declaration period can be retroactive for up to 6 days in the past, or proactive, up to 6 days in the future.

**Intended Uses**

An Absence Declaration is intended to be used in the following circumstances:
- An emergent health condition or injury (e.g., unexpected illness, serious physical harm, mental health issue, scheduled surgery)
- A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student’s control)
- Bereavement (e.g., the death of a student’s immediate family member or close friend)

An Absence Declaration is **not** intended to be used in the following circumstances:
- To replace or duplicate established student accommodations from Accessibility Services.
- Personal social obligations
- Travel not related to the student’s academic program
- Technological issues
- The avoidance of deadlines or tests

Students seeking academic consideration due to chronic health issues, or a disability should contact the [Accessibility Services Office](http://teaching.utoronto.ca). Religious observances will be accommodated according to [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](http://teaching.utoronto.ca).

**2.2. 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 U of T. Full details on CTSI can be found at the following website [http://teaching.utoronto.ca](http://teaching.utoronto.ca). CTSI offers a wide range of support for online and in-class teaching, including topics such as:
- Meeting the Challenges of Larger Classes
- Responding to Students in Crisis
- Dealing with Disruptive Behavior
- Responding to Student Papers Effectively and Efficiently
Instructors who work with teaching assistants, should 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](http://tatp.utoronto.ca)

### 2.3. Guidelines for Preparing Course Outlines / Syllabi

All instructors are required to provide an electronic copy of course outlines / syllabi to the Office of the Associate Dean Academic at least one week prior to the start of each term: [associatedeanacademic.nursing@utoronto.ca](mailto:associatedeanacademic.nursing@utoronto.ca)

Below are some important guidelines for all instructors:

- When one instructor is taking over a course previously taught by another instructor(s) they should meet to discuss course details such as course description, learning outcomes, methods of student engagement (e.g., asynchronous vs synchronous delivery, flipped classroom etc.), positioning of the course within the curriculum/program (e.g., multiple sections of the same course), and overall approach.

- 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.

- For courses that have multiple sections (i.e., same course codes with different instructors), the structure of assignments, weightings of assignments for the final grade, and due dates should be consistent across all sections of the courses. Course content (e.g., course readings, lecture materials, etc.) and learning activities (e.g., use of case studies, class discussions, etc.) may vary between sections. Please collaborate with instructors from other sections.

- The course outline should clearly indicate the course description, objectives, and evaluation methods. Students must be informed of all assignments including the due date of each assignment, the weight each assignment carries in the grading plan, and late penalties.

- “Traditional” discussion board posts should be limited to 6 posts within an online course. Options on alternate weeks may be to substitute with other low stakes activities (e.g., quizzes, case studies, responses to short podcasts or news articles) as alternate means to gauge understanding and facilitate learning. Instructors may also consider offering these weeks off, especially when exams or assignments are due.

- For online courses in the NP and HSLA programs, which are advertised as a primarily asynchronous programs, any mandatory synchronous activities (e.g., synchronous lectures, student presentations, or synchronous discussions) should be limited to a maximum of 3 activities per course. However, there may be additional non-mandatory activities such as office hours and optional tutorials, etc. While the DN program is also
online, expectations are that most courses will include regular synchronous activities (e.g., the 3 synchronous activities per course policy does not apply). Across all online programs (MN and DN), the dates and times for synchronous activities should be listed in the syllabus and available to students on the first day of the course if attendance at the synchronous activities is mandatory.

- Reasonable efforts to avoid scheduling tests, exams, and presentations on important religious observances should be made. See https://www.viceprovoststudents.utoronto.ca/policies-guidelines/accommodation-religious/ for an overview of U of T’s policies on religious accommodations and a list of key dates for the 2023-24 academic year.

- 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 (for PhD and DN courses, late penalties are at the discretion of the course instructor). Instructors must specify what constitutes late and the % 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, instructors 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. Bushra Shahrin: bushra.shahrin@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. Instructors should consult the appropriate Program Director if 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 the course outline / syllabus. A copy of the appendix is also attached in
*Please note that the section pertaining to ProctorU® may be removed for courses without proctored exams (see p. 26-27).

- **Notice of video recording and sharing:** CTSI has sample statements on granting or withholding permission for the recording of lectures that instructors may wish to include in course outlines. Please refer to the website below for more information: [https://teaching.utoronto.ca/resources/recording-of-lectures-and-class-sessions/](https://teaching.utoronto.ca/resources/recording-of-lectures-and-class-sessions/)

- 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.

- For additional information on developing the course syllabus, please visit: [https://teaching.utoronto.ca/resources/developing-a-course-syllabus/](https://teaching.utoronto.ca/resources/developing-a-course-syllabus/)

### 2.4. Textbook Orders & Course Readings and References

Textbooks must be ordered through the U of T bookstore. To add textbooks to a course, please use the following link: [http://data.uoftbookstore.com/adoptions/](http://data.uoftbookstore.com/adoptions/)

The contact person at the bookstore for our faculty is Dino Naccarato (416-640-5831; dnaccarato@uoftbookstore.com).

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 instructors with publisher representative contact information.

Instructors may choose to develop a list of readings as a supplement or as an alternative to a course textbook. In most cases, instructors 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 with 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 instructors follow the guidelines established for complying with Canadian Copyright legislation.

1. **Updated Copyright Resources for Faculty:**
   [https://onesearch.library.utoronto.ca/copyright/resources](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](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/](https://memos.provost.utoronto.ca/recent-access-copyright-decision-and-its-impact-on-the-university-of-toronto-pdadc-3/)
The U of T Library has a free course syllabus service: [https://onesearch.library.utoronto.ca/copyright/course-readings-and-reserves-support](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. **Please note that the priority service date for the Fall semester is August 4th, 2023 (syllabi may still be submitted after this date, however they will be processed on a first-come, first-served basis).**

### 2.5. Library Resources

The U of T does not support departmental libraries. Textbooks will not be purchased and maintained for our departmental or faculty use. Individual faculty members should contact the [U of T Library Services](https://www.library.utoronto.ca) and request that they purchase appropriate texts, or place material on reserve for specific classes. We have a liaison librarian assigned to us: Mikaela Mitchell ([mikaela.gray@utoronto.ca](mailto: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](http://www.library.utoronto.ca)). All instructors should have access to our outstanding library system. Procedures for accessing the library are provided to instructors when academic appointments are secured. If not, please contact [facilities.nursing@utoronto.ca](mailto:facilities.nursing@utoronto.ca)

### 2.6. Quercus

Quercus is U of T’s Learning Management System. Orientation and support for Quercus is available through the Quercus Support Resources page at [https://teaching.utoronto.ca/](https://teaching.utoronto.ca/) and Quercus Faculty of Nursing Resources at [https://q.utoronto.ca/courses/173051](https://q.utoronto.ca/courses/173051), or by contacting Neal MacInnes, Academic Information & Communication Technology Supervisor ([neal.macinnes@utoronto.ca](mailto: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.

No matter the delivery mode, students will all have access to Quercus for all courses. Instructors should post the course outline, announcements, class notes, and so on within Quercus.

Instructors 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, Instructors will download their final grades. Instructors have the option of submitting the grades to eMarks or to the Programs Assistant for uploading to eMarks. Bushra Shahrin ([bushra.shahrin@utoronto.ca](mailto:bushra.shahrin@utoronto.ca)) will circulate instructions on grade submission a few weeks before the end of each session.

For instructors teaching online courses, Quercus can be used to determine the frequency that students are accessing course material. The “People” tab within a Quercus course provides a list of students and the date they last accessed the course. Students should be accessing the course weekly to maximize engagement and progress in the course. Instructors should regularly check if students are accessing the course and follow-up with any students who have not accessed the course over a 2-to-3-week span.
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 (September 11, 2023 for the Fall 2023 semester).

2.7. 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 (instructors may want to remind them of that expectation). Drafts and preparatory work must be made available to instructors upon request.

Instructors must inform students to submit their assignments to Ouriginal using Quercus to assist them in the detection of plagiarism. Detailed information and instructions on the use of Ouriginal can be found through the Centre for Teaching Support and Innovation at: https://uoft.me/pdt-faq https://teaching.utoronto.ca/resources/plagiarism-detection/ and https://teaching.utoronto.ca/tool-guides/plagiarism-review-ouriginal/. Our IT team can also provide support (it.nursing@utoronto.ca).

Instructors are encouraged to remind students that the assignment submitted to Ouriginal via Quercus and any assignment also submitted directly to the faculty MUST BE identical. Instructors are encouraged to verify these submissions are identical. Note: Instructors can add a “Plagiarism Review” option to their assignments via Quercus (select Ouriginal), so students need to submit only once. Instructors may also make Ouriginal reports available to students upon assignment submission for learning purposes. Please see section 2.12 (p. 13) for additional Ouriginal information.

If using Ouriginal in the course, the University requires instructors to post the following in the Syllabus (included in Appendix A):

“Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).”

Guidelines for the Submission of Written Assignments

- 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.

*Please note that 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.

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

**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 Program Director.

For most 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 virtually or in-person. 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.

Instructors teaching a clinical course are also responsible for completing the necessary signing off for students’ final clinical evaluations via the CORE system.

**2.8. 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 the student’s responsibility. Students will need to ensure that they 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 students will be required to show their **T-Card** prior to beginning to write the exam.
Students will receive additional information and an opportunity to test their setup 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 Process 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 and IT staff. Exam grades will not be released to students until the integrity of the exam has been verified through ProctorU®, the Lawrence S. Bloomberg Faculty of Nursing staff, and the instructor(s).

**Privacy and Information Security**

The U of T has a contract with ProctorU® that protects the privacy of the recordings, and other personal information. As students will be video recorded while writing the exam, students 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 Guardian Secure Proctoring Browser and LogMelnRescue chat tool 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 additional information and the Privacy and Security Notice for Proctor U see: [https://teaching.utoronto.ca/resources/proctoru-privacy-and-security-information-notice-for-students/](https://teaching.utoronto.ca/resources/proctoru-privacy-and-security-information-notice-for-students/)

**2.9. 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). Instructors should check grade calculations and grade entry carefully before submission of final grades. 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>
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</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 and keep documentation related to the discussion.

Appeals Procedures

Graduate students and instructors 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).

2.10. Procedure for the Re-Assessment of an Assignment

A graduate student can initiate re-assessment when the student disputes a grade received on an in-course assignment (e.g., midterm paper, in-course test, written group projects). Quizzes, discussion posts, presentations, final assignments, and final examinations are not included in this policy.

This procedure has been developed to ensure that a standard procedure is followed for the re-assessment of assignments for graduate students. It draws from the University of Toronto Governing Council University Assessment and Grading Practices Policy for re-reading an examination (Item 2.3.2) and aligns with the SGS procedural guidelines for the external re-reading of an examination.

If a student fails a course and disputes the final grade, there is a separate process to follow where the student initiates an academic appeal through the Graduate Department Academic
Appeals Committee-GDAAC (SGS members on the Committee on Standing). Steps for the appeals process are outlined in the SGS calendar (general regulations #10).

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

**Informal Review**

- Students may discuss with the course instructor the feedback and grade on an in-course assignment regardless of its value.
- In-course assignments may include: in-course tests, essays, written group projects.
- A request to meet with the course instructor is to be made within 7 days of a student receiving the grade for the assignment.
- Meetings with the course instructor will provide the student with an opportunity to clarify feedback on their in-course assignment 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 request for re-assessment of an in-course assignment may be made. A request for a formal re-assessment is made to the Director, Master’s Programs or Director, Doctoral Programs (as appropriate) after the student has discussed the in-course assignment with the course instructor.
- A request for a formal re-assessment of an assignment can be made provided that the assignment is worth 20% or more of the final grade in the course.
- The entire assignment will be subject to re-assessment; students cannot request that only certain sections or components of an assignment be reread.
- To initiate a formal request for a re-assessment (i.e., re-grading) of an assignment, students are to submit the request in a word document by email to the Director, Master’s Programs or Director, Doctoral Programs (as appropriate) within 10 days of the completion of the informal review process.
- When requesting the re-assessment, students must provide details of the informal review process undertaken and 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 criteria on the rubric they believe was graded incorrectly along with an explanation of why the criteria should be evaluated higher. Without such documentation, or with insufficient rationale for re-evaluation, the Director may decline the request for review of the assignment. Please note that students should provide a rationale for a 10% or greater improvement in their grade in order for the re-assessment procedure to be justified.
- 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.
The student and the instructor involved in the original evaluation will remain anonymous with respect to the re-reading process, as much as possible, and the administration of the re-reading procedure should be independent of the student’s instructor.

**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, instructors need not provide grade ranges.

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

Students are expected to complete coursework by the deadline(s) of both the School of Graduate Studies and the graduate units in which they are registered and are advised to plan their projects and assignments accordingly. As adult learners, our graduate students are often balancing multiple roles and sometimes competing priorities. 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. Appendix B contains options and suggestions for managing extension requests within your course.

In an exceptional circumstance, e.g., death in family or medical illness, a student may be allowed to write an exam out of sequence. 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, students will be asked to complete the Declaration of Confidentiality for Students Sitting Tests/Examinations at Other Than the Regular Specified Time.

**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 instructor, 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 the respective Program 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 beyond the end-date of a course

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 has a reasonable chance of completing outstanding requirements within the time to be allotted.

iii) Time-limits for course work extensions beyond the end-date of a course

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.

2.12. Equity, Diversity, Inclusion & Indigenous Reconciliation

The U of T is committed to equity, human rights, and respect for diversity. All members of the learning environment 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.

Information in the course syllabus (see Appendix A) should remind students of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the U of T does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code.

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 U of T’s Equity Offices remain available to students and course instructors to provide support on equity issues. As well, the Centre for Teaching Support and Innovation provides resources for developing inclusive classrooms and courses: https://teaching.utoronto.ca/resources/equity-diversity-and-inclusion/

Students should be 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 behaviors. If students report to an instructor that they have witnessed or experienced harassment, discrimination, or harmful unprofessionalism, they should be directed to follow the Student Disclosure Process as outlined below.

Student Disclosure Process

The U of T 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 report to an instructor that they have witnessed or experienced harassment, discrimination or harmful unprofessionalism should be directed to 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, Kristen Reichold (kristen.reichold@utoronto.ca).

Please note that students have a right to determine what information they wish to disclose to faculty. They are never required to share any medical or other personal information. For more information on student rights within the University, please visit: https://www.utsu.ca/wp-content/uploads/2021/04/Student-Rights-at-UofT.pdf

Land Acknowledgements

Course instructors may wish to begin the semester with a land acknowledgement recognizing the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories. Acknowledging the land is an Indigenous protocol used to express gratitude to those who reside here, and to honour the Indigenous people who have lived and worked on this land historically and presently.
To recognize the land is an expression of gratitude and appreciation to those whose territory we live, work and/or play on, and a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol (taken from: http://www.ispirg.org/knowtheland/).

Land acknowledgements are most authentic when they are personalized. Instructors can accomplish this by making them specific to the land they are presently on, acknowledging their role in the history of the land, as well as their obligation to the land and its original Peoples presently. Course instructors may choose to incorporate lessons or concepts that will be discussed during their course as one way of acknowledging and addressing these obligations to Indigenous Peoples. CTSI has a workshop on personalizing land acknowledgements: https://teaching.utoronto.ca/resources/quercus-videos-and-workshop-recordings/ (See Personalizing your Land Acknowledgements: Building from the Medicine Wheel).

U of T land acknowledgement:
“I (we) wish to acknowledge this land on which the U of T operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous peoples from across Turtle Island and we are grateful to have the opportunity to work on this land.”

Resources to Support EDIIR

For resources and recommendations related to equity, diversity, inclusion and Indigenous reconciliation, please visit our faculty Quercus site: https://q.utoronto.ca/enroll/G6996R

2.13. Student Evaluation of Courses and Teaching Effectiveness Process

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

The Faculty of Nursing participates in a university-led process: ‘Student Evaluation of Courses and Teaching Effectiveness Process’. Students are invited electronically to complete course evaluations. Course evaluations include 3 types of evaluation items: university-wide, faculty/department-specific, and instructor-specific. Instructors are invited to select up to 5 items from a pre-set bank of instructor-specific items to include in the evaluation of each of their courses. Course evaluation results (with the exception of instructor-selected items) are also made available to academic administrators (the Dean, Associate Dean Academic, and the Program Director). Summary responses to these instructor-specific items are private to the instructor alone. Summary responses to the eight university-wide items as well as the two departmental items are made available across our faculty community. Instructors may opt out of faculty-wide dissemination of course evaluation results. For more information on the course
evaluation framework, please refer to the CTSI website at http://www.courseevaluations.utoronto.ca.

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


2.14. Academic Integrity and Plagiarism

It is essential for instructors to emphasize the importance of academic integrity to 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): http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/07/p0701-coboam-2015-2016pol.pdf

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://teaching.utoronto.ca/tool-guides/plagiarism-review-ouriginal/. Instructors are expected to use Ouriginal in all graduate courses. Ouriginal scores should be reviewed prior to returning graded assignments. Ouriginal produces colour coding to highlight similarity as outlined below. Please note that these similarity reports do not indicate whether a student has plagiarized, rather they help to identify sources that contain textual similarities in submitted papers. Instructors must use their own judgment to determine if plagiarism has occurred.

- Blue (no matching words)
- Green (one matching word up to 24% similarity index)
- Yellow (25-49% similarity index)
- Orange (50-74% similarity index)
- Red (75-100% similarity index)

Students do have the option of handing in rough notes of their paper if they are opposed to using Ouriginal. These students should approach the course instructor 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 them 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/https://www.sgs.utoronto.ca/policies-guidelines/academic-integrity-resources/

Use of Artificial Intelligence in Coursework

Artificial intelligence-based systems such as ChatGPT, Jasper AI, Bard etc. can be used to produce written assignments. Instructors may have questions about the use of ChatGPT within in courses. Please see the guidance below from the Office of the Vice-Provost, Innovations in Undergraduate Education.

If an instructor has specified that no outside assistance was permitted on an assignment, the University would typically consider use of ChatGPT and other such tools to be use of an “unauthorized aid” under the Code of Behaviour on Academic Matters, or as “any other form of cheating”. Such a categorization is in keeping with how the University has classified use of other generative and unauthorized technology tools, such as Chegg, in the past.

The University discourages the use of AI-detectors on student work. The quality of such detectors has not yet been confirmed, and AI technology is developing at a swift enough pace that the detectors are unlikely to keep up with the technology itself. For instance, some of the detectors base their assessment of whether a piece of writing was generated by AI on the level of sophistication. Making assumptions that a relatively simply phrased assignment is the work of an AI tool would have significant negative impacts on students. Instead, consider some of the tips below on assessment design. Instructors may also wish to consider submitting the assessment topic into ChatGPT to see what type of answer comes out.

Sharing students’ work with these detectors without their permission also raises a range of privacy and ethical concerns. The University has noted that companies like Turnitin (which owns Ouriginal) are working on their own versions of detectors.

While there is basic information in Appendix A about AI use in courses that should be included in the course syllabus, it is ultimately up to the instructor to decide whether and how AI may be used for course work. Talking to students about ChatGPT, its limitations, and its propensity to generate erroneous content will likely generate interesting discussion and help to set guidelines for students. Let students know clearly, both verbally and in assignment instructions, what tools may or may not be used to complete the assignments. The Office of the Vice Provost has provided some suggested example statements that might be used, combined, or adapted for use in the course syllabus or for specific assignments. https://www.viceprovostundergrad.utoronto.ca/wp-content/uploads/sites/275/2023/04/Syllabus-Language-for-Gen-AI-April-2023.pdf
If instructors choose not to allow use of AI tools on assignments, here are some tips for generating assignments to which generative AI systems will have difficulty responding. Some include:

- asking students to respond to a specific reading, particularly one that is from the last year, and may not be on the internet, or may not have generated much commentary online. Generative systems struggle to create accurate responses to prompts for which there is little or no information on the internet.
- ask students to create a video or recording that explains or expands on their work.
- use a flipped classroom approach, and/or assign group work to be completed in class, with each member contributing.
- ask students to create a first draft of an assignment, or an entire assignment, by hand in class. (Consider the accessibility needs of students who may require accommodations.)
- call on students in class to explain or justify elements of their work.
- ask students to use ChatGPT to generate material, and then ask them to critique GPT’s response.

Note that different disciplines, such as computer science, history, language studies and visual studies may be developing new norms of pedagogy related to AI use. Ongoing discussions and sharing of ideas for appropriate AI use in courses is encouraged among instructors.

For more information, please visit: https://www.viceprovostundergrad.utoronto.ca/strategic-priorities/digital-learning/special-initiative-artificial-intelligence/

For more information about the use of generative AI in thesis-based research, please see: https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/

**2.15. Guidelines for Ethical & Professional Conduct for Nursing Students**

Instructors should ensure that students are aware of the **Guidelines for Ethical & Professional Conduct for Nursing students** and the complementary University policies by including links in their course syllabus (See Appendix A).

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

From time-to-time instructors 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. Instructors 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 a list of services to which instructors can direct students. These resources are included in the course syllabus (see Appendix A)

If it is an emergency situation, use the link for Responding to Distressed Students [http://studentlife.utoronto.ca/DistressedStudent.htm](http://studentlife.utoronto.ca/DistressedStudent.htm).

If it is outside business hours, there are more Emergency Resources available at this link: [http://www.studentlife.utoronto.ca/hwc/emergencies#node-1086](http://www.studentlife.utoronto.ca/hwc/emergencies#node-1086)

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

**Academic Success Centre (ASC)**
[https://studentlife.utoronto.ca/department/academic-success/](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/](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 the Embedded Wellness Counsellor. Students can call 416-978-8030 to book an appointment.

Navi
Navi is a chat-based virtual assistant for students wanting to learn more about mental health supports available at the U of T. Students can click on the chat button and tell Navi what they need help with or how they are feeling. From stress and anxiety to feelings of discrimination or loneliness and everything in between, Navi is able to help by quickly searching for and providing contact information and direct links to U of T and community resources. Students can access Navi at uoft.me/navi.

My SSP
My SSP provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost. Students can call or chat with a counsellor directly from their phone whenever, wherever they are. Students can access U of T My Student Support Program (U of T My SSP) 24/7 by calling 1-844-451-9700. A web option is also available at https://myssp.app/ca/home

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/
The Health Sciences Writing Centre provides one-on-one sessions for graduate nursing students. Both in-person and online support is available. Writing Centre instructors teach academic writing and provide students with feedback on written assignments. They do not offer proofreading or editing services.

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

2.17. Freedom of Information and Protection of Privacy Act (FIPPA) – Q&As for instructors

Please note that information about student performance, progress and grades should not be shared without explicit consent from the student. In cases where there are specific concerns, this information may be shared with the respective Program Directors, however, it should not be disclosed to other members of the teaching team. Student work including papers and tests, grades, standing, and evaluative comments relating to work is personal information under FIPPA.

The document, FIPPA – Q&As for instructors outlines 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:  

2.18. 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:  

2.19. 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, Clinical Education 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

2.20. 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. When a TA/IA position is associated with a course, the instructor will be advised how many hours of TA support are available. The number of allocated TA hours cannot be changed without approval from the Office of the Associate Dean Academic. Instructors have some flexibility with respect to how the TA/IA hours are used.

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. To promote professional development, 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. Instructors 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. A midterm review meeting with pay and scheduled for no less than 30 minutes is also required. 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. A CUPE 3902 Training Request Form must be signed by the instructor as their supervisor.

Course instructors are responsible for completing the Description of Duties & Allocation of Hours (DDAH) form and arranging to meet to discuss the form with their TA(s) once prior to the commencement of duties (minimum 1 hour) and subsequently at the mid-point of the appointment (minimum 30 minutes). 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.

Instructors should plan a meeting with the 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 required, as well the needs of the TA/IA as a developing scholar. Instructors will need to complete the DDAH form then both the instructor 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. TAs 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, Instructors are encouraged to consider including an item to evaluate TA/IA performance within the course evaluation (would be an instructor-selected item). If desired, Instructors could provide summary feedback to the TA/IA on student responses to the TA/IA evaluation item. As well instructors 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, Instructors will be asked to complete a short evaluation form related to the TA/IA’s performance in the course. This evaluative information is provided to the TA/IA to support their ongoing development. Instructors may also wish to debrief in person with the TA/IA at the end of the course. If an instructor has concerns about a TA’s performance in a course, please research out to the appropriate Program Director.
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 EDIIR 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 MN programs, 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 doctoral programs, 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/

4. SUPPORT AND RESOURCES AT THE FACULTY

4.1. Communications

Should instructors have any questions regarding course support, please contact the Program Assistant by email at academic.nursing@utoronto.ca. For Quercus inquiries, please contact Neal MacInnes (neal.macinnes@utoronto.ca) or Allison Lee (ali.lee@utoronto.ca).

4.2. Building Access

The U of T campus, including our Health Sciences Building, is accessible for faculty, staff, and students as we start the Fall 2023 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>Inna Latypova</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Assistant to the Dean</td>
<td></td>
</tr>
<tr>
<td>Phyllis Babcock</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>Chief Administrative Officer</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Kristen Reichold</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEVELOPMENT OFFICE</strong></td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Fundraising, development, alumni relations, donor and prospect stewardship, donations management, event planning and coordination (awards ceremony, annual reunion, donor recognition, dean's reception/gala, etc.), marketing and publications, media and public relations.</td>
</tr>
<tr>
<td>Jade Shortte</td>
<td>Maintains and manages information about alumni, donors, prospects, campaign projects; alumni-related events, meetings, databases; development website information; support to Director.</td>
</tr>
<tr>
<td><strong>BUSINESS AND FINANCE</strong></td>
<td></td>
</tr>
<tr>
<td>Justin Lim</td>
<td>General support to the CAO. Oversees all financial administration and salary administration for the Faculty. Provides guidance and policy interpretation related to financial reporting, analysis, internal controls and budget planning. Liaison with Shared Service divisions on Finance and HR matters.</td>
</tr>
<tr>
<td>Pauline Marwan</td>
<td>General support to the Director of Finance. Administers payroll for casual employees that includes both instructional support and administrative staff. Provides financial administration and policy support related to expense claims, accounts payable/receivables, and contracts. Assists with front office management.</td>
</tr>
<tr>
<td><strong>CLINICAL EDUCATION OFFICE</strong></td>
<td></td>
</tr>
<tr>
<td>Elena Luk</td>
<td>Coordinates clinical education, 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.</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Sharon Lee</td>
<td>Student Placement Coordinator</td>
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<tr>
<td>Kong Ng</td>
<td>Student Placement Coordinator</td>
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<tr>
<td>Cristiana Grosskopf</td>
<td>Practicum Placement and Professional Development Officer</td>
</tr>
<tr>
<td>Leah Westgate</td>
<td>Practicum Placement and Professional Development Officer</td>
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<tr>
<td><strong>STUDENT SERVICES</strong></td>
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</tr>
<tr>
<td>Yubai Liu</td>
<td>Assistant Dean &amp; Registrar</td>
</tr>
<tr>
<td>Kate Galvin</td>
<td>Associate Director, Recruitment &amp; Admissions</td>
</tr>
<tr>
<td>Bushra Shahrin</td>
<td>Enrolment &amp; Academic Records Officer</td>
</tr>
<tr>
<td>Aidan Gray</td>
<td>Student Financial Awards, Stewardship &amp; Projects Officer</td>
</tr>
</tbody>
</table>
| **TBC**  
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**

| **TBA**  
Director, Technology Services | 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. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| **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, Zoom/Teams video recordings, Techsmith Snagit video recordings, among others. Contributes to the development of training and support materials, provides training, 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
Monday, November 6th, 2023 is the final date to drop Fall 2023 session courses without academic penalties. For sessional dates for 2023-24 visit: https://bloomberg.nursing.utoronto.ca/wp-content/uploads/2023/05/GRAD-Sessional-Dates-2023-2024-1.pdf

Writing Support for Students
www.hswriting.ca/
The Health Sciences Writing Centre provides one-on-one sessions for graduate nursing students. Both in-person and online support is available. Writing Centre instructors teach academic writing and provide students with feedback on written assignments. They do not offer proofreading or editing services.

We strongly recommend a visit to the U of T Writing Centre Website at http://writing.utoronto.ca/. This website has a wealth of information regarding academic writing including information about writing when English is not a first language, writing courses and workshops, and information about using other Writing Centres at the U of T. The “Writing Advice” tab contains a host of online writing support resources. Sample topics include: preparing an outline, revising an essay, developing coherent paragraphs, style and editing, grammar and punctuation, etc.

Other writing resources:
- Writing in the Health Sciences: A Comprehensive Guide https://journals.scholarsportal.info/browse/19207093/v01i0001
- Purdue Online Writing Lab provides a helpful overview of the General APA guidelines http://owl.english.purdue.edu/owl/resource/560/01/

How to Avoid Plagiarism http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

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

**Submission of Assignments**
On or before the due date, students should submit an electronic copy of their paper/assignment to the digital drop box linked to Ouriginal through Quercus. The paper/assignment will NOT be evaluated until it is submitted to Ouriginal using Quercus.

Students must put on the front page of each assignment:
- Course name
- Course number
- Instructor name
- Student name and number or student initials and number if they prefer to leave out their name.

Students are expected to keep drafts and preparatory work of their completed assignments and copies of their final papers. Drafts and preparatory work must be made available to course faculty upon request.

**Questions About Assignments:**
In the interest of fairness and transparency, students should direct questions about papers/assignments to the proper discussion board on Quercus or raise them in class.

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 student questions about assignments via Quercus, in class or during office hours.

**Appearance and Editing of Assignments**
All written assignments should be carefully proofread and well edited. The required style manual for the formatting of essays and assignments at the Lawrence S. Bloomberg Faculty of Nursing is that of the American Psychological Association (APA) 7th edition, which is described in: *Publications Manual of the American Psychological Association (7th ed.). Washington: American Psychological Association, 2020.*

**Procedure for the Re-Assessment of an Assignment**
A graduate student can initiate re-assessment when the student disputes a grade received on an in-course assignment (e.g., midterm paper, in-course test, written group projects). Quizzes, discussion posts, presentations, final assignments, and final examinations are not included in this policy.
This procedure has been developed to ensure that a standard procedure is followed for the re-assessment of assignments for graduate students. It draws from the University of Toronto Governing Council University Assessment and Grading Practices Policy for re-reading an examination (Item 2.3.2) and aligns with the SGS procedural guidelines for the external re-reading of an examination.

Note that if a student fails a course and disputes the final grade, there is a separate process to follow where the student initiates an academic appeal through the Graduate Department Academic Appeals Committee-GDAAC (SGS members on the Committee on Standing). Steps for the appeals process are outlined in the SGS calendar (general regulations #10).

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

**Informal Review**

- Students may discuss with the course instructor the feedback and grade on an in-course assignment regardless of its value.
- In-course assignments may include: in-course tests, essays, written group projects.
- A request to meet with the course instructor is to be made within 7 days of a student receiving the grade for the assignment.
- Meetings with the course instructor will provide the student with an opportunity to clarify feedback on their in-course assignment 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 request for re-assessment of an in-course assignment may be made. A request for a formal re-assessment is made to the Director, Master’s Programs or Director, Doctoral Programs (as appropriate) after the student has discussed the in-course assignment with the course instructor.
- A request for a formal re-assessment of an assignment can be made provided that the assignment is worth 20% or more of the final grade in the course.
- The entire assignment will be subject to re-assessment; students cannot request that only certain sections or components of an assignment be reread.
- To initiate a formal request for a re-assessment (i.e., re-grading) of an assignment, students are to submit the request in a word document by email to the Director, Master’s Programs or Director, Doctoral Programs (as appropriate) within 10 days of the completion of the informal review process.
- When requesting the re-assessment, students must provide details of the informal review process undertaken and 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 criteria on the rubric they believe was graded incorrectly along with an explanation of why the criteria should be evaluated higher. Without such documentation, or with insufficient rationale for re-evaluation, the Director may decline the request for review of the assignment. Please note that students should provide a rationale for a 10% or greater improvement in their grade in order for the re-assessment procedure to be justified.
- 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.
- The student and the instructor involved in the original evaluation will remain anonymous with respect to the re-reading process, as much as possible, and the administration of the re-reading procedure should be independent of the student’s instructor.

**Academic Consideration for Absences and Missed Academic Obligations**

Academic consideration is the process of granting a student an academically appropriate exception in a course for not having met an academic obligation. An academic obligation includes in-class assessment, such as, but not limited to, a quiz, test, paper or other written assignment, class participation, or presentation.

Students who miss an academic obligation and wish to seek academic consideration in a course must contact their instructor as soon as possible to declare an absence. Students who declare an absence should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation. Students can only declare an absence once per academic term (e.g., the fall term) for a maximum period of 7 consecutive calendar days.

Submitting an absence declaration does not initiate the process of academic consideration. It is the student’s responsibility to arrange for academic consideration (e.g., through following instructions in their syllabus related to extensions on assignments or missed tests).

Please note that evidence of having declared an absence cannot be used to seek academic consideration for matters that require a petition (e.g., final exam/final assessments) or that involve clinical placement absences. The seven-day declaration period can be retroactive for up to 6 days in the past, or proactive, up to 6 days in the future.
Intended Uses

An Absence Declaration is intended to be used in the following circumstances:

- A health condition or injury (e.g., illness, serious physical harm, mental health issue, scheduled surgery)
- A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student’s control)
- Bereavement (e.g., the death of a student’s immediate family member or close friend)

An Absence Declaration is not intended to be used in the following circumstances:

- To replace or duplicate established student accommodations from Accessibility Services.
- Personal social obligations
- Travel not related to the student’s academic program
- Technological issues
- The avoidance of deadlines or tests

Students seeking academic consideration due to chronic health issues, or a disability should contact the Accessibility Services Office. Religious observances will be accommodated according to Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances.

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, the University of Toronto (U of T) is temporarily suspending the need for a doctor’s or nurse practitioner’s note or medical certificate for illness related absences. 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. Proof of submission (e.g., screenshot) should be submitted to the course instructor. Deferrals and extensions for other reasons may still require substantiation. 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, students will be asked to complete the Declaration of Confidentiality for Students Sitting Tests/Examinations at Other Than the Regular Specified Time.

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 this tool are described on the Centre for Teaching Support and Innovation website (https://uoft.me/pdt-faq).

Students 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 U of T is a strong reflection of each student's individual academic achievement.

The U of T Governing Council Code of Behaviour on Academic Matters (U of T 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 (U of T Governing Council, 2019).

Use of Artificial Intelligence in Coursework
It is up to the course instructor to decide whether and how artificial intelligence-based systems such as ChatGPT, Jasper AI, Bard etc. can be used to produce written assignments and other academic work as part of the course. For more information, please visit: https://www.viceprovostundergrad.utoronto.ca/strategic-priorities/digital-learning/special-initiative-artificial-intelligence/. For more information about the use of generative AI in thesis-based research, please see: https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/

If an instructor specifies that no outside assistance is permitted on an assignment or other academic work (e.g., discussion board posting), the University would typically consider use of any AI based system as an "unauthorized aid" under the Code of Behaviour on Academic Matters, or as "any other form of cheating". Such a categorization is in keeping with how the University has classified use of other generative and unauthorized technology tools, such as Chegg, in the past. Please see the previous section on "Plagiarism & Academic Integrity."

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. The Faculty of Nursing’s Guidelines for Ethical and Professional Conduct for Nursing students were designed to assist students to provide ethical nursing care and to meet the Faculty’s expectations regarding ethical and professional conduct. Guidelines are available at https://bloomberg.nursing.utoronto.ca/current-students/ethical-professional-conduct#content1

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

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 the student’s responsibility. Students will need to ensure that they 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 students will be required to show their T-Card prior to beginning to write the exam.

Students will receive additional information and an opportunity to test their setup 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 Process 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 and IT staff. Exam grades will not be released to students until the integrity of the exam has been verified through ProctorU®, the Lawrence S. Bloomberg Faculty of Nursing staff, and the instructor(s)

**Privacy and Information Security**

The U of T has a contract with ProctorU® that protects the privacy of the recordings, and other personal information. As students will be video recorded while writing the exam, students 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 Guardian Secure Proctoring Browser and LogMelnRescue chat tool 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 additional information and the Privacy and Security Notice for Proctor U see: https://teaching.utoronto.ca/resources/proctoru-privacy-and-security-information-notice-for-students/

Accessibility Statement
Students with diverse learning styles and needs are welcomed in this course. 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. In particular, if students have a disability/health consideration that may require accommodations, they should 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.

Navi
Navi is a chat-based virtual assistant for students wanting to learn more about mental health supports available at the U of T. Students can click on the chat button and tell Navi what they need help with or how they are feeling. From stress and anxiety to feelings of discrimination or loneliness and everything in between, Navi is able to help by quickly searching for and providing contact information and direct links to U of T and community resources. Students can access Navi at uoft.me/navi.

My SSP
My SSP provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost. Students can call or chat with a counsellor directly from their phone whenever, wherever they are. Students can access U of T My Student Support Program (U of T My SSP) 24/7 by calling 1-844-451-9700. A web option is also available at https://myssp.app/ca/home
Family Care Office
The U of T has a Family Care office that provides education and various supports to student parents including emergency childcare passes, toy rentals, and the location of breastfeeding and family-friendly study spaces on campus. More information can be found here: https://familycare.utoronto.ca/

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 U of T does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code.

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 U of T’s Equity Offices remain available to students to provide support on equity issues.

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 students experience or witness inappropriate comments or behaviours in their classes, they are encouraged to contact the instructor or follow the Student Disclosure Process as outlined below.

Student Disclosure Process
The U of T 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, Kristen Reichold (kristen.reichold@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 U of T’s centralized ‘Student Evaluation of Courses’ system. Towards the end of this course, students will receive an email inviting them to complete an online evaluation of this course. The email will provide students with the specific information and links needed to access and complete course evaluations. Student ratings and comments will be anonymous but will be aggregated for summary across evaluations. Summarized course evaluations will be made available within the faculty and university community. For more information about the U of T policy about student evaluation of courses, please refer to the following website:


**Technical Requirements for Online Academic Activities**

There are technical requirements that will allow students to participate in the course. The course may include online webinars, online examinations, and assignments that are submitted online.

**Minimum Recommended Computer System Requirements**

- Laptop or Desktop
- 4 GB RAM
- Windows 10 or MacOS 10.15
- 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
- A smartphone or other video recording capable device as some assignments may require submitting recorded video
- Basic video editing software included with your PC, Mac, or Smartphone

Additional Nursing Recommendations
Where possible, in addition to the above requirements, we recommend that students have a webcam that supports a resolution of 720p or above and access to a high-speed internet connection with a minimum connectivity of 10-25 Mbps download and 5 – 10 Mbps upload. We recommend that this be students’ own personal internet connection, as public internet access such as a library or coffee shop is not reliable or private.

Internet speed can be checked at https://www.speedtest.net/.

Also, while 4 GB of RAM is the minimum amount of memory, 8 GB or 16 GB will provide better performance across a range of software and computing tasks.

Headphones can also be useful for maintaining focus and privacy while on live web sessions.

Some of the software students may use does not support Chromebooks or iPads which is why Windows 10 or macOS devices are recommended.

Some additional free software to consider installing or becoming familiar with would be Adobe Reader (for reading PDF documents) and the recording functionality and apps of smartphones or other cameras that may be used.

We also recommend having two web browsers installed with Firefox and Chrome being the most widely supported options.

These requirements are relatively low in terms of modern computing standards and as much as possible we do our best to accommodate these requirements with equipment students already own and internet services they already have access to.

Students may follow up with it.nursing@utoronto.ca if they have any questions related to these requirements.

Please note: If students access the Internet through a large organization (e.g., a hospital) or are using organizational equipment, they may need to contact their organization’s IT department to arrange software downloads, installation of applications, confirm internet access, and confirm internet speed. Please be
aware that some organizations may also have firewalls that prevent access to certain content, applications, and application functionality.

Notice of video recording and sharing (including permissible download; prohibited re-use)
This course, including student participation, may be recorded and made available to students in the course for viewing.

Course videos and materials belong to the instructor, the University, and/or other source depending on the specific facts of each situation and are protected by copyright. In this course, students may be permitted to download session videos and materials for their own academic use, but 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 students appear please contact the instructor.

Copyright in Instructional Settings
If a student wishes to record, photograph, or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor’s written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor’s consent will not be unreasonably withheld.

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. Instructors 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.

Student Academic Progress: Faculty Process Suggestions
Instructors teaching in the graduate programs are responsible for supporting student learning, assessing student learning, and reporting student grades to the Committee on Standing.
Instructors determine how to support students and prepare students for course assessments/assignments. Instructors may draw upon the many supports that the U of T offers, such as the Writing Centre: https://www.hswriting.ca/ and the Centre for Academic Success: https://studentlife.utoronto.ca/department/academic-success/

Instructors 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: https://teaching.utoronto.ca/

Instructors are obligated to mark assignments by providing comments and assigning numeric and related letter grades. Instructors will record grades in the gradebook on Quercus. At the end of each term, instructors 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 (e.g., 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 Requesting Extensions: Faculty Process Suggestions**

As described in section 2.9, short extensions may be provided on written assignments and other course related work. Providing flexibility with deadlines supports students as adult learners, acknowledges that students may encounter unforeseen challenges and promotes inclusion, particularly for those with hidden disabilities.

Some instructors may choose to offer an automatic, no questions asked, 2-3 day extension to all students. Others may elect to provide students with a bank of extension days that can be used throughout the semester (e.g., each student gets 3 days, they may apply all of these to one assignment or spread them out across multiple assignments). Extension requests may also be managed on a case-by-case basis. Please note that students registered with Accessibility Services will have a letter outlining extension parameters.

The amount of information requested from students to justify short extension requests is at the instructor’s discretion. For longer requests (e.g., > 1 week), please consult with the appropriate Program Director. As our students are professionals, clear and timely communication related to extensions should be encouraged.

**Students with Academic Concerns: Faculty Process Suggestions**

When instructors grade an assignment/paper as very poor or as failing, there are additional steps to consider. According to SGS policy, the instructor 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 instructor and the student can be encouraged to create a plan for improvement. Such meetings should be tracked by the instructor in a student file.

Instructors 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 instructor and Director can devise a plan to address the concerns.

Once students with academic concerns have been identified, the instructor 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 instructor is encouraged to discuss the situation with the appropriate Program Director. The Director’s role is to provide support to instructors who have students who are experiencing challenges in completing the course. The Director can then offer support to the instructor 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 instructor is submitting a failing grade to the Committee on Standing, please ensure that you alert the Program Director.