ASPIRE TO INSPIRE

Instructor Handbook

UNIVERSITY OF TORONTO
SCHOOL OF CONTINUING STUDIES

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WELCOME TO THE SCHOOL YEAR.

VISION

To be a global leader in university continuing education by enriching lives and transforming lifelong learning

MISSION

SCS impacts lives by keeping skills and knowledge fresh and future-focused through excellence in learner-centred academic programming, exceptional teaching, and high quality services.

VALUES

LEARNERS FIRST
EXCELLENCE
CREATIVITY
INTERDISCIPLINARY COLLABORATION
DIVERSITY AND INCLUSION
ACCOUNTABILITY

ASPIRE to INSPIRE

MAUREEN MACDONALD, PhD, MBA, JD, BA

Dean, University of Toronto School of
Continuing Studies

The academic year will be a time for transformation and renewed commitment at the School of Continuing Studies. As we continue to grow and innovate, we're very pleased that you, our team of instructors, will be part of this exciting journey.

Welcome to another new year at the University of Toronto School of Continuing Studies! Since 1974, we have been hard at work cultivating excellent continuing education programming and recruiting world-class instructors to inspire our learners. We're so happy to have you on board as part of our team.

Our top priority at SCS is to provide our learners with the tools they need to embrace, understand and master trends in business, culture, and global society. We are committed to helping our learners see the best version of themselves, where everyone can reach their full potential. To that end, we are constantly working to revitalize our course offerings, refresh our long-standing courses and offer new ones.

Beyond meeting our learners' practical needs, we seek to inspire them to reach beyond what they thought possible for themselves and their careers. That's where you, our valued instructors come in. Our learners have told us again and again that our most compelling attribute is the real-world expertise and knowledge that you bring to the learning experience.

You are a critical part of our continuing education community. That is why we have developed a wide variety of support mechanisms to ensure your success. That support starts with your program director, who is your first point of contact, as well as your partner in the process of creating a vibrant andengaging learning environment. Our Learning Innovation team is also ready to help you navigate the challenges associated with teaching with technology. Their cutting-edge instructional design solutions focus on improving the learning experience to serve instructors and learners alike.

To help you pursue your own learning goals, SCS offers each instructor one complimentary course annually. Your program director will be happy to let you know how you can pursue a curiosity or passion, explore a new subject or upgrade your skills, and work towards your own future you.

As you experience the rewards and challenges of guiding your students toward their future goals, we hope your experience at SCS inspires you as much as we know you'll inspire our learners.

Instructor Support

Providing you with support as you plan and deliver your course is important to us. The table on the facing page will give you the respective contact information organized by program area. The following is a brief overview of each support area.

INSTRUCTOR PROFESSIONAL DEVELOPMENT

SCS has several professional development opportunities that we provide to all our instructors. In addition to the support provided to you by your Program Director, our Learning Innovation team and through our Professional Development Webinar Series, every year you teach with us, we give you a free course* to further your professional development. You get a chance to learn something new while at the same time, you're exposed to different modes and styles of teaching from your peers. Choose from one of over 700 courses in a wide range of disciplines.

* This offer has an $800 maximum for one course, is non-transferable, time-limited within the academic year, valid for one course. There is no cash value and if you register for a course less than $800, you forfeit the remaining value of the offer. Please note some courses are exempt from this offer: all English Language Program (ELP) offerings, all Trilogy Education Services-partnered offerings, examination prep courses, private instructions in languages and our Professional Edge offerings. Registration must take place over the phone 416-978-2400 or in person at our main administrative building, 158 St. George Street.

ACADEMIC GUIDANCE & CONTRACT ADMINISTRATION

Your Program Director is your contact for any questions or issues you have about curriculum and content development, academic standards, assessment or instructional strategies. Your Program Director is also your contact for any contract administration matters that may arise.

Please consult the table on the facing page to find the name and contact details for the Program Director for your program area.

Your Program Director can also connect you to the SCS Learning Innovation team. The team provides the professional development and training for our instructors in addition to supporting all program and course development including new programs and major program renewals and updates.

COURSE ADMINISTRATIVE SUPPORT

The program office works with you on the administration and planning logistics for your course. You can contact the program administrators for questions related to course administration such as textbook orders, classrooms, audio-visual equipment, photocopying, course evaluations, submission of marks or other services related to the coordination of your course. Please consult the table on the facing page for the contact phone number and emails for the program office listed by program area.

SCS LEARNING INNOVATION

Ask your Program Director about the services provided by our Learning Innovation team. The team provides the professional development and training for our instructors in addition to supporting all program and course development including new programs and major program renewals and updates.

Contact Details by Program Area

PROGRAM AREA	ACADEMIC GUIDANCE & CONTRACT ADMINISTRATION	COURSE ADMINISTRATIVE SUPPORT
Arts & Science, Languages and Translation	Gordon Davies gf.davies@utoronto.ca T: 416-978-5951	scs.humanities@utoronto.ca T: 416-978-2412
Business and Professional Studies		
Accounting, Finance, Management, Pharmacy	Mary Lee maryc.lee@utoronto.ca T: 416-946-5903	scs.business@utoronto.ca T: 416-978-2412
Risk Management, Health and Safety, Information Management and iSchool, Learning Design, Process Improvement, Architecture, Business Innovation and Entrepreneurship	Aubrae Wilson aubrae.Wilson@utoronto.ca 416-946-0563	scs.business@utoronto.ca T: 416-978-2412
Law, Medical Sciences, Environment, Leadership, IT Boot Camps, CFA and CSC Test Preparation, Mindfulness, Human Services and Social Work	Jennifer Gordon jen.gordon@utoronto.ca T: 416-978-5990	scs.business@utoronto.ca T: 416-978-2412
Marketing, Human Resources, Risk Management, Operations & Supply Chain Management	Marisa Ciappara marisa.ciappara@utoronto.ca T:416-978-3207	scs.business@utoronto.ca T: 416-978-2412
Engineering, IT,and Facilities Management	Salman Kureishy salman.kureishy@utoronto.ca T: 416-946-8454	scs.business@utoronto.ca T: 416-978-2412
Project Management, Business Analysis	Lee McTavish lee.mctavish@utoronto.ca T: 416-978-7757	scs.business@utoronto.ca T: 416-978-2412
Contract Training and Partnerships	Kristine Collins kristine.collins@utoronto.ca T: 416-946-5673	scs.training@utoronto.ca T: 416-978-2412
Creative Writing and Business Communications	Lee Gowan lee.gowan@utoronto.ca T: 416-978-0765	scs.writing@utoronto.ca T: 416-978-2412
Learning Innovation	Janay Boyce janay.boyce@utoronto.ca T: 416-946-8133	elearning@utoronto.ca T: 416-978-3880

How We Recognize Excellence in Continuing Education

SCS CELEBRATES

For the first time in June 2018, SCS hosted an event for our learners to honour all those that earned a certificate in 2017. We are pleased that this celebration has become an annual event.

What is SCS Celebrates? As most of our learners have demanding lives full of personal and professional commitments, their dedication to their ongoing learning is often only possible due to the immense support of their friends, family and you, their instructors. We know that many learners choose us as their continuing education partner because they want to be a member of the University of Toronto community. Because of this, we think it is only fitting that this event, which we proudly call SCS Celebrates, is hosted in one of U of T's most iconic buildings, Convocation Hall.

In addition to honouring the achievements of these learners, we are hoping over time this event will serve to help us develop more meaningful, longer-lasting relationships with our learners.

This event is also an opportunity to honour and recognize our instructors who are recipients of the annual Excellence in Teaching Awards. This event brings together two of our most important stakeholders: learners and instructors. It is a fitting union given the critical role our valued instructors play as ambassadors of SCS as well as the fact that the winners of our teaching awards are nominated by their students. The 2019 Excellence in Teaching Awards were recognized at Aspire to Inspire, our instructor welcome back event, due to the postponement of SCS Celebrates in June 2020.

EXCELLENCE IN TEACHING AWARDS

Each year, the School of Continuing Studies invites learners who registered for one or more courses during the past 12 months to nominate an instructor they believe embodies and demonstrates excellence in teaching. Through the Excellence in Teaching Awards, SCS recognizes members of our instructor community for their outstanding contributions to learner-focused continuing education.

In 2018, the Excellence in Teaching Awards were refreshed to reflect the changing nature of continuing education.

Three new awards were added, including an Excellence in Online Teaching Award, Career Impact Award and Outstanding New Instructor Award.

AWARD WINNERS FOR 2019

Arts & Science
James F.S. Thomson

Business & Professional Studies
Reza Mirza Hessabi
Richard Picart
Ronald Caldwell

Creative Writing
Caitlin Sweet

Languages & Translation
Mary McBride

Excellence in Online Teaching Award
Evandro Rodrigues

Career Impact Award
Martha Batiz

Outstanding First Year Instructor Award
Nadine Atwi
Piro Dhimitri

01
INSTRUCTOR SERVICES

This section outlines some key support services as well as a description of the process to establish your profile within the U of T and SCS systems.

1.1 INSTRUCTOR RESOURCE CENTRES

The Instructor Resource Centres are dedicated spaces where you can efficiently and comfortably prepare for class, meet with SCS staff, and complete course administrative tasks. These tasks might include working on course documents, collecting your SCS mail, or picking up your class photocopy orders. The resource centres are also great places to relax before heading to teach your class. You will find these welcoming spaces at both our St. George and U of T Mississauga offices.

St. George Instructor Resource Centre

Location: 158 St. George Street, First Floor

Available: Monday through Thursday,
8:30 am to 6:30 pm
Friday, 8:30 am to 5:00 pm

(Note: On Fridays in July and August SCS closes at 4:30 pm)

University of Toronto Mississauga

Location: William G. Davis Building, Room 2117A
3359 Mississauga Road

Available: September to June
Monday through Thursday
11:00am – 6:30pm
Friday, 9:00 am – 4:00 pm

July, August
Monday through Thursday
11:00am – 6:00pm
Friday, 9:00 am – 3:30 pm

1.2 INSTRUCTOR IDENTIFICATION AND ACCOUNT SET-UP

1.2.1 YOUR UTORID, TCARD, EMAIL ADDRESS & INSTRUCTOR RESOURCES

What are the UTORid and TCard?

As an instructor with the School of Continuing Studies, you are part of the U of T community. In order to access SCS and campus services (physical and online) as well as to administer your pay, you need to create an identification profile with the university. This online profile will generate an identification number called a UTORid.

With your UTORid you can then obtain a TCard, which is your physical identification card that you will carry with your other identification cards.
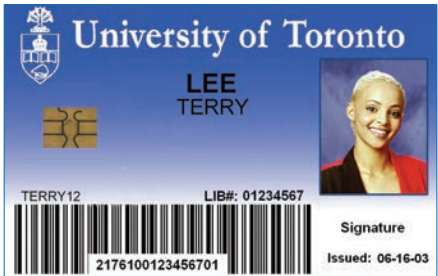
Your T-card will look like the image above, as seen on the site: https://www.utorid.utoronto.ca/cgi-bin/utorid/activate.pl.

Your UTORid and TCard will serve as your U of T identification and will give you access to the many resources and services you may need during your instruction contract with the School.

UTORid gives you access to:
- Quercus (Canvas), U of T's academic technology toolbox and learning management engine (see 2.2.3)
- U of T's wireless network (on all campuses)
- Your U of T email address
- My Access-Instructor Account (See page 12)

TCard gives you access to:
- U of T libraries
- Computer terminals in the libraries

How to Obtain a UTORid

Once the program office has confirmed that you will be teaching, you will receive an email that contains your UTORid and directions to call Enrolment and Learner Services at 416-978-2400 to obtain a temporary Secret Activation Key (SAK). With the UTORid and SAK you can then continue to follow the instructions in your email to activate your profile and U of T account.

If you have forgotten your UTORid and/or password, you can visit Robarts Library, Information Commons Help Desk, 1st Floor at 130 St. George Street to reset your access information. If you know your UTORid and password, but have not activated your account, go to www.utorid.utoronto.ca/cgi-bin/utorid/activate.pl and follow the provided instructions.

How to Obtain a TCard

Once you have activated your UTORid you can then obtain your TCard. Contact your program administrator and they will arrange to have a TCard (authorization) letter prepared for you. Take this letter to any of the TCard offices at U of T along with one piece of Canadian government issued photo I.D.; the location for each campus is as follows.

University of Toronto St. George Campus

E: tcard.office@utoronto.ca
W: tcard.utoronto.ca
Reader Registration desk – Second floor,
Robarts Research Library
130 St. George Street
Toronto, Ontario
M5S 1A5
T: 416-946-8047

University of Toronto Mississauga Campus

E: tcard.utm@utoronto.ca
W: utm.utoronto.ca/tcard
CCT Atrium, CCT 0160A
Information & Instructional Technology
3359 Mississauga Road N.
Mississauga, Ontario
L5L 1C6
T: 905-828-5344

University of Toronto Scarborough Campus

E: tcardoffice@utsc.utoronto.ca
W: utsc.utoronto.ca/registrar/tcard
Bladen Wing – Fourth Floor Room 498A
(Summer semester Room 482)
1265 Military Trail
Toronto, Ontario
M1C 1A4
T: 416-208-4761

How to Obtain a U of T Email Address

When you activate your UTORid you will be prompted to set up a U of T email address. It is important that you set up this account as soon as possible. We will send all official communication to you via this account so it's important to check this email account on a regular basis. If you have any questions or issues with your U of T email account, contact the U of T Information Commons Help Desk, located on the first floor of Robarts Library (416-978-4357). You can learn more about U of T email at
help.ic.utoronto.ca/category/9/email-calendaring-and-listserv.html.

My Access-Instructor Account

SCS has created an online portal to help you manage key course administrative functions:

- track your courses
- print class lists
- send emails to learners
- edit your profile
- access your schedule
- update attendance records
- submit grades.

These functions can be accessed with your UTORid through My Access-Instructor. You can access My Access-Instructor via our website (learn.utoronto.ca) and select "Current Instructors" link at the top of the homepage.

Please ensure you can access My Access-Instructor before your first class. If you have any difficulty accessing or using it, contact your program administrator.

Access to Instructional and Classroom Supports

We have created an online repository of information, forms and templates to support your instructional needs.

These documents include:

- request forms to order copyright clearance, photocopying and AV support services
- guidance to support you in preparing for your first class
- Express Course Checklist – useful for tracking course administrative responsibilities throughout the duration of a course
- Instructor Handbook (an electronic version of this document).

To access this material:

1. Visit learn.utoronto.ca.
2. Select "Current Instructors" link at the top of the homepage.
3. Select the link entitled "Instructor Support".

It is important that you visit and become familiar with these supports as they are crucial to identifying and managing your course needs.

Accessing University of Toronto Libraries

As an SCS instructor, you have access to one of the most extensive academic library systems in North America. Your TCard is your U of T identification and allows you to access the University's libraries.

1.2.2 SUBSCRIBING TO ALERTS AND NEWS FEEDS

SCS and the University have several different alerts and news feeds that will update you on issues ranging from campus security to the availability of technical systems.

Please subscribe to the following alerts and news feeds so that you receive up to date information as soon as it's available.

University of Toronto systems and services:
http://www.systemstatus.utoronto.ca/

University of Toronto's alert system:
https://www.utoronto.ca/alerts

Snowline: 416-978-SNOW (7669)

1.3 ACCESSIBILITY AND ACCOMMODATING LEARNERS WITH DIFFERENT ABILITIES

At U of T SCS we are committed to ensuring our courses are open and accessible to all. In our efforts to ensure accessibility, we have embraced the Accessibility for Ontarians with Disabilities Act (AODA). There are several ways in which the Act impacts our instructors. The following points are important for you to understand as you embark on an instructional assignment at SCS.

AODA Training

All SCS instructors are required to complete AODA training provided by the University of Toronto School of Continuing Studies. SCS will alert you to the training and provide you with a timeline for completion. It is short and informative.

AODA compliant course materials

AODA compliant course materials may include a range of modifications or adaptations to ensure that they meet the needs of a range of learners. SCS has developed an AODA compliant PowerPoint deck along with standards for ancillary course materials, which will be provided to you. Your Program Director can provide you with considerable support and guidance to ensure your materials are accessible.

Accommodation requests

- Learners are encouraged to make formal accommodation requests at the point of registration and if they do so, a representative from SCS will be in touch with you to discuss the nature of the request and to provide you with support to ensure a positive teaching and learning experience.
- If you notice that a learner requires support and has not made a formal request, please be in touch with your Program Director who will address your concerns with our accessibility representative. (see Section 3.3.4)

02

PREPARING TO TEACH

2.1 PLANNING COURSE DELIVERY

The design and development of your course is an exciting and important stage in preparing to provide an engaging, effective, memorable, and high quality learning experience for our learners. The course you teach must fulfil the learning outcomes and objectives promised in the course outline. In some cases, you will be teaching a course that has been developed by other subject matter experts within your profession or discipline. In other cases, you may have been part of the team that developed a new program or course from the beginning. In either situation, there are many factors that need to be considered before your first interaction with learners. This section provides an overview of important aspects to consider while preparing to teach including resources available to you and guidelines and policies to guide your work.

2.1.1 ACADEMIC QUALITY (AQ)

SCS has developed academic quality guidelines that should inform all aspects of the course material and course delivery plan that you create. Your Program Director will work with you to ensure that the course you teach achieves these important goals:

- Reflect current theoretical and applied concepts derived from accepted contemporary literature and/or practices in the profession, discipline or field of study represented in the course.

- Leverage proven theories of learning and instructional design best practices to create innovative and effective course materials, learning activities and assessments.

- Enrich learners' knowledge of and experience in the field of study leading to an effective and lasting transfer of knowledge from the course experience to their personal and professional lives.

- Optimize the use of instructional, communication and social technologies to both enhance the learning experience and equip learners with new or enriched digital literacy.

- Deliver on the course or program objectives so learners can meet their employment, professional and/or personal development goals.

If you have questions about the School's Academic Quality Commitment, approaches for learner engagement or learner outcomes for your course, please contact your Program Director.

2.1.2 COURSE DESCRIPTIONS

SCS course description represents our commitment to the learner by clearly outlining content that will be covered in the course in addition to the learning outcomes. The course description should help potential learners determine if a specific course is the right for them. In some programs, the School creates and provides you with the course descriptions. In other cases, you will be involved in developing course descriptions. In both cases you will collaborate with your Program Director to ensure that the course accurately and effectively communicates the instructional promise to potential learners. Note that course descriptions are the property of SCS and will be used in the School's calendar, website and/or other marketing materials. SCS maintains the right to revise course descriptions. You may change the course description only after consultation with and the approval of your Program Director.

2.1.3 COURSE OUTLINES AND LEARNER ASSESSMENT PLANS

Course outlines provide a clear roadmap for a course and support learners to plan and prepare for the work that is expected of them. Course outlines should be clear, updated every semester and well organized. Please ensure the program office has an electronic copy of your course outline and learner assessment plan at least three weeks before your course begins. Having your course outline and assessment plan well in advance will make it possible for us to review the contents and offer advice if needed. Please contact your program administrator for a course outline template (Word format).

2.1.4 COURSE CLASSROOM

If you are teaching a classroom-based course, and you have any issues related to the assigned classroom please contact the program office. Note that campus space is limited and alternatives may not be available. However the School's team will work with you to identify potential solutions to issues you raise.

2.2 PLANNING INSTRUCTIONAL STRATEGIES AND COURSE RESOURCES

As you plan for course delivery, you will determine the resources that are necessary to deliver your course. These can include textbooks, handouts, multimedia resources, audio-visual equipment, and guest lecturers. You will need to incorporate instructional content, teaching strategies, and learning activities that promote learner engagement, as well as learning transfer and retention. Please connect with your Program Director to discuss instructional strategies and effective course resources. If you are teaching an online or hybrid course, or are interested in learning more about teaching some or all of your course online, your Program Director will be able to put you in touch with the School's Learning Innovation team. They will discuss your course and your approach to teaching an d will provide you with professional development and multimedia support to create an engaging online experience for both you and your learners.

2.2.1 TEXTBOOK SELECTION

If a course textbook has not been pre-selected, your Program Director is available to discuss your recommendation. It is important to inform your program administrator of your textbook recommendations at least six weeks before the first day of class so that there will be enough time to order sufficient copies for your learners. Some foreign or niche textbooks require significant lead time. Please consult with the program office to determine the required lead-time for your texts. For courses with multiple sections, taught by multiple instructors, it is recommended that all instructors use the same textbook.

2.2.2 COURSE RECOGNITION BY PROFESSIONAL CERTIFYING BODIES

Many professional associations and professional certifying bodies recognize a number of the School's courses as fulfilling partial requirements leading to professional designations. This recognition is based on an alignment of course content with the associations' bodies of knowledge. Changes made to the course content or the selection of the

required textbook(s) should be discussed with your Program Director. If you have questions about whether your course has been recognized by a professional association or professional certifying body, please contact your Program Director. For information about the Associations that recognize SCS courses, visit learn.utoronto.ca/programs-and-courses/association-partnerships.

2.2.3 ONLINE LEARNING AND QUERCUS (CANVAS) LEARNING MANAGEMENT ENGINE

SCS offers courses in a number of delivery methods, including in-class, online and hybrid formats. Online courses are hosted through the University's Learning Management Engine (LME) Quercus (powered by the Canvas learning management system). Although courses delivered in different formats have their own characteristics, the underlying principles that guide instruction and course interaction are the same.

We recommend that all instructors use Quercus, regardless of course format as it enhances the course experience. Using Quercus, you can post announcements; add documents, images, and files to share with your learners; and create links to external websites. Quercus also provides opportunities for innovative instructional strategies that allow enhanced interaction between learners and instructors, learners and content and learners and other learners. The SCS Learning Innovation team offers tutorials and professional development on how to use Quercus for teaching and learner engagement. The School has also created an "SCS Instructor Toolbox" within Quercus to curate and share tools that are helpful as you setup your course site. You will receive an email notification when you've been added to the site, or you can contact your program administrator to request access. Below we've included some of the most popular online interactive tools available to you. If you are interested in exploring how to teach with Quercus, contact the Learning Innovation team at elearning@utoronto.ca.

Discussion Boards: The Discussion Board is an important tool for interpersonal interaction and can replicate the discussions that take place in the traditional classroom. The Discussion Board tool allows for asynchronous interactions occurring over extended periods of time. Use of the Discussion Board allows for more flexibility and may encourage more reflective communication. It also provides space for learners with different learning styles to express themselves more easily and frequently.

Webinars: Webinars are one of the most effective ways for learners to feel connected to the learning community that your class forms for the duration of the semester. Learning is inherently social and webinars allow you to interact with learners and allows learners to connect with each other.

In addition to enhancing learning outcomes, webinars are also a great way to foster networking, an important aspect of participating in professional development courses. As of Fall 2019, all online instructors are required to incorporate webinars into their online teaching. The frequency of these webinars should be weekly, but may also be every other week. If you have not previously offered webinars, you are encouraged to participate in training offered by our Learning Innovation team. Please sign up via your Program Director.

Quizzes: Stay connected to what your learners are thinking by creating ad hoc mini surveys throughout the course using Quercus' quiz functionality. A weekly "Muddiest Point" survey can elicit the topics that learners are finding challenging so that you can spend a bit more time on those areas. You may want feedback on a new activity or multimedia resources you've curated. Surveys can be anonymous so learners can feel completely free to share their perspectives.

2.2.4 COPYRIGHT POLICIES AND COPYRIGHT COMPLIANCE

The University of Toronto School of Continuing Studies takes its copyright obligations seriously, recognizing the legal rights and interests both of copyright owners and of those who use copyright-protected work in their teaching and scholarship.

What does this mean for instructors at the School of Continuing Studies?

Please refer to these key points as you prepare course materials.

- Refer to the Fair Dealing Guidelines: It is possible you may be able to apply the fair dealing exception when copying work. This exception allows a user to copy a copyright-protected work without permission from or payment to the rightsholder,

- Material no longer protected by copyright (or in the public domain) can be copied and shared in any way you choose. The duration of copyright differs depending on a work's authorship and format. Material may enter the public domain:
  - 50 years after the death of the author (or last surviving author)
  - 50 years after the publication date, for works belonging to organizations

- Try using the following tools to find full-text material that is in the public domain or openly licensed:
  - Books: HathiTrust, Project Gutenberg, Internet Archive or Google Books, Directory of Open Access Books
  - Journals: Directory of Open Access Journals (DOAJ), PubMed
  - Open Textbooks: BCcampus, eCampus Ontario, OpenStax College, Open Textbook Library

- Search for material available in the University of Toronto's extensive collection.

- Copied work of any length must be properly cited.

- Copied material must be posted in password protected environment, such as Quercus, and not attached to an email.

- If you wish to distribute excerpts, scans or photocopies of copyrighted material to your learners, please contact your administrator to inquire about printing services which have copyright licenses with Access Copyright or other copyright clearance services.

The University of Toronto Libraries' website contains a number of documents to help instructors and faculty understand their obligations under copyright law. Website: uoft.me/copyrighthelp

The School of Continuing Studies will provide support to our instructors to ensure our courses remain compliant with copyright law. Please contact your Program Director if you have any remaining questions.

2.2.5 COPYRIGHT COMPLIANCE ON QUERCUS

Uploading material onto Quercus must be done in a manner complying with Canadian copyright law. The Copyright Act requires permission from the rights holder by way of a license or other agreement, such as a content license held by the University, or the application of fair dealing or other statutory exceptions, in order for material to be uploaded to Quercus. If you have questions about copyright as it pertains to your use of the materials, please contact copyright@library.utoronto.ca, and/or consult the University of Toronto Fair Dealing Guidelines (uoft.me/copyfair), which allows for the use of short excerpts of a copyrighted work for the purposes of research, private study, education, parody, satire, criticism, review or news reporting. In every case you should confirm copyright compliance before making course material available on Quercus. By uploading material on Quercus you are confirming copyright compliance.

2.2.6 LINKING TO EXTERNAL WEBSITES

Linking to Internet resources is a common practice when developing course material. It is an efficient and effective way to broaden the range and type of content available to learners. Here are a few guidelines that will assist you when including links in your courses:

- There is a distinction between linking to a website and downloading content from a website for use within your course materials. For the latter, you may be required to obtain permission to post the work. (See 2.2.5 above.)

- Do not link or download work available through the internet (section 30.04 of Copyright Act) if:
  - the material or website where it is posted, is protected by a technological protection measure that restricts access to the material – for example, newspaper content that is behind paywall, or a 'digital lock' that is intended to prevent the work from being copied
  - a clearly visible notice prohibiting the act – but

not merely the "©" copyright symbol – is posted either on the material or on the website where it is posted
  - the person who does the act knows or should have known that the material was made available through the Internet without the consent of the copyright owner – for example, if a song or video is streamed or downloaded from an unauthorized website.

- Make sure that the context in which you present the link avoids any confusion that the website you are linking to is your work (unless, of course you're linking to your own website or web content).

- Provide links so that they open in a different browser window, especially if you are providing the link within Quercus. Not only does a separate window allow the learner to view the website and any Quercus content simultaneously, it avoids the learner losing any work that he or she may have been creating in Quercus.

- If you link to a specific page of a website where the author or copyright holder isn't evident, locate that information on the website and provide it with the link.

  - Please do not include links that include a paywall, subscription or other controlled access unless the learners are provided with some form of access to the content.

2.2.7 COPYING SERVICES

If you require course outlines or other course material to be copied, we offer an electronic service available to request copies of materials.

- Visit our website at learn.utoronto.ca, select "Current Instructors" from the top of the homepage, and then select Forms for Current Instructors.

- In the Forms section, select the Photocopy Request Form. Complete this form, attach the file containing the materials to be copied, and press submit.

- Allow a minimum of seven business days for your request to be processed.

- If you have multiple files to be copied, please submit a separate form for each file.

- You will be notified by email that the material is ready for pick-up. Alternate arrangements can

be made for instructors who are unable to pick-up their material.

All requests will be reviewed and approved by your program administrator. Please note that any copyrighted materials without copyright clearance cannot be processed. For copyrighted materials, use the Copyright Permission Request Form also located in the Forms section. If you have smaller jobs or last-minute printing needs you may also utilize photocopiers installed in the Instructor Resource Centres located at the St. George and Mississauga campuses. See 1.1 for location and office hours.

2.2.8 MULTIMEDIA EQUIPMENT AND SERVICES

You can reserve your multimedia/audio-visual equipment by completing and submitting an Audiovisual Services request form, available on the Instructior Support page. (See 1.2.1.) Submit your request at least 14 – 21 days prior to course commencement to guarantee delivery of these services.

2.2.9 FIELD TRIPS

A field trip might be important to enrich your learners' knowledge. Please speak to your Program Director in advance of any trip that will take learners off campus and involve the use of another organization's premises or facilities. We need this information to ensure the field trip complies with the University's insurance, liability, and indemnification policies.

2.2.10 GUEST SPEAKERS

You may also wish to enhance the learning experience by inviting a guest speaker. Please consult with your Program Director well in advance to confirm the details of the guest speaker's involvement. The School can also provide branded gifts that you can present to guest speakers as a token of appreciation.

2.2.11 DISCLOSING FINANCIAL INTEREST

In order to be absolutely transparent and to avoid an actual or potential conflict of interest, it is essential that you disclose to your Program Director any financial interest you have in a textbook or other work you wish to assign or recommend for your course, as either compulsory or recommended reading.

2.3 PLANNING THE COURSE SCHEDULE

2.3.1 THE SCS COURSE SCHEDULING PROCESS

SCS conducts an annual strategic planning process that includes a high level schedule for the programs, courses and sections that will be offered during each of the three semesters in the academic year. Our goal is to create a schedule that meets the needs of our learners and that maximizes the number of learners in each section and course. Your Program Director and/or program administrator will provide you with information about the School's annual calendar when discussing your instructor contract and your teaching schedule.

2.3.2 READING WEEK AND MARCH BREAK

SCS classes continue during U of T's Reading Week and March Break (as observed by Ontario's public school system). You should plan for classes to be scheduled during these times. For an official U of T holiday schedule, visit http://www.future.utoronto.ca/newly-admitted-students/important-dates.

2.3.3 RELIGIOUS OBSERVANCES

The University's policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances states that learners should not be seriously disadvantaged because of their religious observances. The policy also states, "In the scheduling of academic and other activities, it is also important to ensure that the accommodation of one group does not seriously disadvantage other groups within the university community." The policy can be found at www.governingcouncil.utoronto.ca/policies/religious.htm. A list of Examples of Dates of Relevance can be found at http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm.

(Note that this list of examples is not exhaustive and does not include holy days already accommodated by ordinary scheduling and statutory holidays).

If a learner's test, midterm examination or graded presentation is scheduled during that learner's period of religious observance, please make alternative arrangements directly with the learner. Your program administrator will get involved only if the arrangement involves a final examination. For final examinations, direct your learner to learn.utoronto.ca/registration/forms.htm in order to download the appropriate Alternate Examination form. Please ask your learner to list his/her reason as "religious observance" in order to avoid the $150 application fee.

2.4 PLANNING FOR THE FIRST DAY OF CLASS (CLASSROOM, ONLINE OR HYBRID/BLENDED COURSES)

2.4.1 COURSE MANAGEMENT

To help you prepare for your first class and to ensure a positive and seamless classroom experience throughout the duration of your course, we provide guidelines and information for instructors on our website. These include:

• Online Instructor Help Centre

• Express Course Checklist (available online and the instructor orientation)

• Forms to order audiovisual services, photocopying, and copyright services

• Links to resources and additional services.

To access this information go to learn.utoronto.ca, select the "Current Instructors" link at the top of the homepage, then select the link entitled "Instructor Support". Whether you are teaching at SCS for the first time or you are an experienced instructor with the School, we urge everyone to review this information each term.

2.4.2 COURSE OUTLINES/MATERIALS

Templates for course outlines and PowerPoint presentations can be made available to you through your program administrator. Updated course outlines should be uploaded to Quercus at least 7 days in advance of the course start. Course outlines must be updated every semester to reflect new dates and any changes in curriculum.

If you want to continue to provide learners with print copies of your outlines and materials we ask that you submit the Photocopy Request Form located at learn.utoronto.ca/current-instructors/forms/photocopy-request-form in electronic form no later than 3 weeks prior to course start.

2.4.3 UPDATE YOUR PROFILE AND CONTACT INFORMATION

From time to time, the School might receive a course-related question from one of your learners. Before your first class, review your profile via My Access-Instructor and confirm your profile information is up to date by verifying your business telephone number, home telephone number, and/or email address. This will ensure that the School has your most up-to-date contact information. You should also notify your program administrator of any address changes so that your financial records can be updated.

2.4.4 ONLINE COURSE SITES AND LEARNER ACCESS LETTERS

If you're teaching an online or hybrid course or teaching a classroom course supported by a Quercus course site, your learners will receive their access credentials via an email three business days prior to the official start of your course. In order to make sure that you and your course make a great first impression, **be sure to have your course site updated and ready for that first access date.** If you don't want to release any course materials until the official start date of the course, you can simply create a welcome announcement greeting your learners and letting them know you're looking forward to starting the course on the date specified on the website. You will get access to your Quercus course site approximately four to six weeks before the beginning of the semester which gives you time to update and revise any of your course materials prior to the official start date of the course.

03

PLANNING COURSE ADMINISTRATION AND LEARNER INTERACTION

As an SCS instructor, your primary focus is to provide learners with a high-quality learning experience in an orderly, safe and respectful teaching and learning environment. This section discusses the areas that require your involvement in order to achieve these objectives and promote learner success.

3.1 ADMINISTRATIVE RESPONSIBILITIES

3.1.1 FIRST DAY OF CLASS

It is important to review the course objectives, learner assessment plan, and standards of achievement you expect, as well as to preview a significant amount of course content during the first session of the course. In addition, it is important to highlight the University's Code of Conduct and expectations about Academic Honesty referenced on the course outline. Doing so will enable learners to get a sense of your teaching style, the nature of the course, and your expectations. It will also allow learners to make an informed decision as to whether to continue with your course or to withdraw after the first class.

3.1.2 ATTENDANCE

Your responsibilities regarding attendance vary. They will depend on whether attendance is required for your course and/or whether learners want to receive an official letter of attendance. In all cases, however, it is important to ensure that only learners who have officially registered for your course are present. The School cannot accommodate auditing or guest learners.

Attendance as a Course Requirement

In some of the SCS' courses, learners receive marks that are based in part on attendance or participation. If attendance is a requirement for your course, please keep a record of attendance and document it on the grading sheet in My Access-Instructor.

Letter of Attendance

Sometimes learners ask for formal letters of attendance. These can be for personal reasons (e.g., as an official memento of their participation in a course) or professional (e.g., for an employer who requires it in addition to a transcript of grades).

Please ask those learners who want formal letters of attendance to identify themselves at the beginning of the course. All learners who want a letter of attendance must sign an attendance sheet at the beginning of each class, as there is no way to gather this information after the course

has ended. At the end of your course, it is your responsibility to submit the signed sheet to the program office. The School will then issue letters of attendance to the learners who requested and merited them. You can download an attendance sheet template via My Access-Instructor.

Third Class Attendance Verification (Classroom Courses)

Only those learners who are registered in a course should be in attendance. In the third meeting of your course, please compare the names of learners in attendance with the official class list posted in My Access-Instructor. If there are any learners attending who are not officially registered, ask them to contact the program office immediately; in addition, record those learners' names, telephone numbers, and email addresses, and give that information to your program administrator. The School will contact those learners and then get in touch with you to confirm their status.

3.1.3 COURSE EVALUATIONS

Course evaluations play an important role in helping us to fulfill the SCS' commitment to academic quality and to ensure that we continue to meet the needs of our learners. These evaluations cover all elements of the learner's experience, including their evaluation of you, their instructor.

They provide both the School and you important information that will be used to refine and develop future programming and instruction.

Every semester SCS reaches out to students asking them to complete an early course evaluation and a final course evaluation. The surveys have been designed to align with the needs of our learners, allowing us to evaluate how the course and instruction deliver on what matters most to them. They include questions on the course content, delivery and on your teaching effectiveness.

Early course evaluation results and final course evaluation results are used by the School for supportive and constructive purposes to ensure you receive useful feedback from learners. Evaluation results confirm areas of your teaching

strategies and communication style that learners appreciate. It may also provide insights into any areas where you may potentially need to adjust or adapt your approach.

Early in the course and toward the end of your course you will be asked to administer these online evaluations. The evaluations are confidential and should be encouraged to be completed within class time.

Course evaluations are mandatory. Please speak to your Program Director if you have any questions about the course evaluation process for your course.

3.1.4 EVALUATION TIMING AND DELIVERY

Classroom Instructors: Course evaluations are conducted online, and the mobile-friendly format allows for them to be conducted in-class if students have a mobile device with them. Please arrange for the course evaluation to take place during the second to last class, unless your course meets 3 or fewer times, in which case they are conducted on the last day. Links to the course evaluation will be emailed directly to your learners on the day the survey will be conducted. It is important to schedule sufficient time for your learners to complete their evaluations in an unhurried, thoughtful manner. Detailed instructions will be emailed to you one day before your course evaluation will be conducted.

Online Instructors: Course evaluations are delivered electronically directly to your learners just prior to completion of your course. You will be notified by email when the evaluation is distributed to learners.

Evaluation Confidentiality and Integrity

To ensure the evaluation process is effective, fair, and confidential, learners' final evaluations are completely anonymous and confidential. Therefore, please ask for a learner volunteer to help administer the evaluation process. Before the evaluation process starts, leave the classroom and do not return until the learner volunteer tells you that all the evaluations have been completed. The evaluation results will be compiled into a

summary report, and you will have an opportunity to review the results after you have submitted the learners' final grades.

Early course evaluations: The SCS also conducts brief early evaluations in courses that run 8 or more weeks. This provides the School and the instructor with insights into the learners' experience based on the first weeks of teaching. Much like the final evaluations, this learner feedback will confirm areas of success and help identify any areas that may need development or improvement. The early course evaluations assess course and instructional elements that can be adjusted before course end to optimize the learners' overall experience. Please contact your Program Director or program administrator for more details about the early evaluation procedures.

3.2 ADMINISTRATIVE RESPONSIBILITIES IN EXCEPTIONAL CIRCUMSTANCES

3.2.1 CANCELLING CLASSES

Please do not cancel, miss, terminate, or shorten scheduled classes, except in unavoidable circumstances (e.g., illness). If you cancel a class, please give your program administrator and Program Director as much notice as possible so that we can contact your learners in a timely manner. You will be required to make up any classes (or parts thereof) that have been missed, without additional compensation.

It is the School's policy to cancel classes only when entirely unavoidable (e.g., extreme weather conditions when U of T officially closes). If this happens, we will email or, if possible, telephone everyone who is enrolled in a cancelled class.

3.2.2 CANCELLED SESSIONS: MAKE-UP SESSIONS

A make-up class should be arranged with the majority approval of your learners. Please notify your program administrator immediately once you have established an agreed-upon make-up date. The program office will then notify you of a confirmed location.

3.2.3 ARRANGING A REPLACEMENT INSTRUCTOR

If you are unable to teach a scheduled class, you may make arrangements to have a qualified replacement teach with the approval of your Program Director. Please notify your Program Director at least two weeks in advance. You are responsible for financially compensating your replacement instructor.

3.2.4 ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES

The School abides by U of T's policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances. (See the full discussion in section 2.3.3.)

3.2.5 SCHOOL AND CLASSROOM SAFETY

Consistent with Canadian law and with U of T policies, the SCS prohibits any form of criminal or disruptive behaviour. U of T safety contact information for all three campuses is provided in our "CAMPUS SAFETY" table.

CAMPUS SAFETY

Your safety and the safety of School staff and learners are of paramount importance to us. Please note and keep handy the contact numbers in the unlikely event that you experience a safety or security situation:

St. George (Downtown) 416-978-2222

U of T Mississauga   905-569-4333

U of T Scarborough   416-287-7333

These numbers will reach the Campus Police Service. The Campus WalkSmart Service (available September to April) can be reached at 416-978-7233 (SAFE).

If you witness any of the following, immediately report the incident to, as appropriate, the program office and/or U of T Police:

- assault, sexual assault, threats endangering the health and safety of others, or actions commonly understood as "stalking"

- an individual who is carrying or using a weapon (e.g., a gun, a knife), damage to property, or evidence of breaking and entering

- unauthorized use of University or School facilities, equipment, or services, including unauthorized use of computer equipment

- accessing pornographic material on University or School computer equipment

- incidents of illegal drugs being used or alcohol abuse leading to conduct that endangers the individual(s) involved or others, results in damage to U of T or SCS property, disrupts activities, or interferes with the rights of other persons.

You can contact the program office by phone at 416-978-2412 or by email at learn@utoronto.ca (for specific program areas, see the Contact Information section on page 7 of this handbook).

The emergency contact phone numbers for U of T Police are listed in the Campus Safety table. For non-emergency situations, call 416-978-2323. Visit www.campuspolice.utoronto.ca/home for more information on campus safety and security.

In the event of a fire alarm, evacuate the building via the nearest exit. Fire emergency procedures can be found here: http://www.fs.utoronto.ca/main-property-management/fire-prevention/emergency.

3.3 INSTRUCTOR–LEARNER INTERACTION & ENGAGEMENT

3.3.1 TEACHING ADULTS

We expect SCS instructors to fulfill their teaching responsibilities with academic integrity, competence, and effectiveness. Teaching adults is unique, and it calls for you to be responsive to adult-learning styles. In particular, adults want to be actively involved in learning. Adult learners tend to focus on learning as a "problem-solving" activity seeking to apply their learning to improve or enhance a personal or professional attribute or reach a goal, issue or challenge. While the topics taught in a course attract them initially, they need to see the direct relevance of that information in their day-to-day lives. They want a certain amount of their learning to be self-directed, and they often seek immediate application of their new knowledge. One of the most effective ways to understand what your adult learners want from their course experience is to survey the group at the start of the course and to interact with them in a variety of different ways during the semester.

You will find that your learners have valuable life experiences that contribute to the education process. Often, one of the most under-utilized learning resources are the learners in the class itself. Drawing on the experience of your learners can generate an engaging forum in which to ask questions, express opinions, and extend intellectual horizons.

3.3.2 FEEDBACK AND CONSULTATIONS

Constructive feedback is important for you and your learners. You should plan to provide regular informal and/or formal feedback to learners individually, through one-on-one consultation, feedback on assignments, tests and final examinations/projects (where applicable).

Feedback on final examinations/projects is important should a learner appeal their grade. You should also create opportunities for the learners to provide you with feedback throughout the course to ensure that the course is meeting their expectations. Feedback is an essential step in any learning process for both learners and instructors.

You also should set expectations early and frequently about when opportunities to provide feedback will be provided and when you are available for consultations. SCS expects instructors to make themselves available for scheduled and ad hoc consultations with learners outside of class or instructional sessions. SCS also recognizes that our instructors are busy professionals managing their own careers so a balance must be struck with respect to your availability and our learners' need for assistance between planned instructional sessions.

Ideally, you will make yourself available at least two to three times each week through email or scheduled virtual check-ins or virtual office hours. You should also develop a schedule for checking the various communication channels that you present to learners as the most effective way to reach you. This could be through your U of T email address, discussion boards in Quercus or other communication media that are relevant for you and your learners. There is no single right way to manage feedback and consultations between you and your learners however setting and meeting expectations is critical.

3.3.3 STANDARDS OF BEHAVIOUR

While keeping to the content of the course outline and ensuring an atmosphere of respect, you should always encourage a free exchange of ideas between yourself and your learners, as well as among learners themselves.

Discrimination

In accordance with U of T policies, there must be no discrimination or appearance of any unfair treatment based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, or any other arbitrary reason.

Offensive Language

No one, either individuals or groups, should ever be subjected to demeaning, derogatory, or socially offensive language from an instructor or a learner.

Disruptive Behaviour

If you are confronted with a disruptive individual who does not respond to reasonable requests to modify his/her behaviour, please notify the School immediately by phone at 416-978-2400 or by email at learn@utoronto.ca. You can also visit the School at 158 St. George Street.

In an extreme case or in the evening or on weekends, when the School cannot be easily reached, you should contact U of T Police. Please consult the safety contact information on page 26 of this handbook.

3.3.4 ACCOMMODATING LEARNERS WITH DISABILITIES

The U of T Statement of Commitment Regarding Persons with Disabilities states, "The university will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the university offers, and achieve their full potential as members of the university community." See the complete text at www.governingcouncil.utoronto.ca/policies/disabled.htm.

SCS endeavours to provide accommodations for learners with disabilities such as accessible locations, test/exam accommodations, note-takers, and adaptive equipment. Our Enrolment and Learner Services team can help you meet your learners' special-assistance needs. For information on resources and services, you can direct your learners to contact the School at scs.accessibility@utoronto.ca or by calling 416-978-2400. We work closely with the University's Accessibility Services for guidance to facilitate accommodation requests from learners.

Our instructors play a very important role in supporting us to coordinate accommodations for our learners with disabilities. This may come in the form of providing course handouts for format conversions, providing e-copies of exam papers for testing accommodations, allowing voice recordings in the classroom (with special conditions) or allowing personal attendants to accompany students in need of such assistance.

3.3.5 CONFIDENTIALITY

Instructors have access to confidential information about learners. You must keep this information strictly confidential except as authorized by a learner or as requested by the program office, or in accordance with any relevant provincial or federal legislation. The following categories of learner information are considered confidential:

- academic performance
- personal lives, including opinions and attitudes
- personal contact information, including home and business addresses, telephone numbers, and email addresses
- disability accommodations.

You must not use a learner's contact information for any purpose other than delivering the School's course in which the learner is enrolled. Should you wish to use a learner's confidential information for any purpose outside of direct course needs, submit a written request to the program office. We will then seek permission from the particular learner.

If you wish to stay in touch with learners after a course ends, outside of any social media networks you may have already connected through, you must circulate a sign-up sheet where the learner's signature signals agreement to receive information from you about new courses, developments in your field of study or additional learning resources. Soliciting learners for any reason is strictly prohibited before, during or after a course ends.

3.3.6 USING SOCIAL MEDIA

Most of the principles regarding learner-instructor interaction outlined above apply to interactions that occur on social media platforms. There are a number of online resources that provide social media guidelines. The University of Toronto Mississauga, for example, has published the following guidelines that provide a useful and comprehensive overview. Applying these principles to any interaction you have on social media – with learners or independently – will ensure you will successfully integrate social media interactions in your role as an SCS instructor.

www.utm.utoronto.ca/sites/files/default/public/users/advancement/Social%20Media%20Guidelines%20FINAL.pdf

KEY COURSE PLANNING AND DELIVERY ACTIVITIES FOR INSTRUCTORS

We have provided this timeline as a convenient overview of your key course planning and delivery activities and corresponding timelines. For a complete list of your administrative tasks and responsibilities before, during and after your course(s), please visit our website at learn.utoronto.ca/instructor-support. Here you will find important course management resources such as the Administrative Guide for Course Management and Express Course Management Checklist. See the table below.

TIMELINE	ACTION	WHO TO CONTACT
2 months before term start	• Review and update existing course outline and materials, as required • Submit Textbook information • Obtain Copyright Clearance for Course Materials	• Program Director (for substantive changes to content and evaluation)
1 month before course start	• Return signed contract or Letter of Agreement • Submit Course Outline • Submit AV request • Submit Photocopy requests • Request Quercus course site • Review Express Course Management Checklist • Request training/support for instructional strategies and Quercus/learning technology as required	• Program Administrator • Webpage for Instructor Support: learn.utoronto.ca/current-instructors • Learning Innovation team at elearning@utoronto.ca (for training and support)
2-3 weeks before course start	• Populate Quercus shells with relevant course materials	• Learning Innovation team at elearning@utoronto.ca (for tech support & troubleshooting)
First class	• Check that students admitted to the classroom match the Class List and Attendance sheet • Review Course Outline with students • Report any classroom/AV issues to School	• Program Administrator (for issues and support)
During course	• Conduct early evaluations (if applicable) • Submit final exam to Program Administrator at least 3 weeks before course end • Return all term work and grades to students • Conduct course evaluations during second last class	• Program Administrator (for issues and support)
1 week after course end	• Submit final grades and exams no later than 10 business days after course end	• Program Administrator

"

For me teaching isn't a second job; it's a deep-rooted passion that leaves me feeling energized.

It's great to help people unlock their own potential and open doors for themselves that would otherwise remain closed."

MITCHELL ORNSTEIN
CA, CBV, CFE, CFF
Instructor, Intermediate Financial
Accounting and Analysis

04
PLANNING LEARNER ASSESSMENTS

4.1 TYPES OF ASSESSMENTS

Assessment is often a required element of a learning experience. Assessment can be formal or informal in nature depending on the learning activities designed within any particular program or course. There are two main categories of assessment that you should be familiar with as you create your instructional strategies.

4.1.1 FORMATIVE ASSESSMENTS

Formative assessments are activities that give the learner an indication of the degree to which he or she has achieved the learning objective set for a given lesson, unit or module. Formative assessments should be situated at key points in the course curriculum (e.g. at mid-term) to give the learner an opportunity to go back and study material that the assessment shows they may not have mastered yet. Ideally, a variety of formative assessments should be planned for every learning outcome and learning objective in your course. The feedback you provide through these formative assessments, and the learner's ability to respond to and incorporate that feedback, is an essential part of the learning process.

4.1.2 SUMMATIVE ASSESSMENTS

Summative assessments are typically conducted at the end of a defined period of learning such as at the end of a course. As the name suggests, the summative assessment "sums up" the degree to which the learner has been successful at achieving the learning outcomes of the entire learning experience. Final examinations or final major projects are common forms of summative assessments.

A key difference between a summative and formative assessment is that a learner does not have the opportunity to go back and try to improve their performance in the course after a summative assessment.

Both formative and summative assessments are critical learning activities that guide the learner and his or her instructor throughout the learning experience.

Please contact your Program Director if you have questions or would like to review or refine learner assessment plans for your course.

4.2 THE SCS LEARNER ASSESSMENT MODEL

The SCS assessment model and related policies are based on an important differentiator of our instructional strategy compared to the main University or even other schools of continuing education. SCS' programs and courses are non-credit offerings that cannot be applied toward a U of T degree. For this reason we are able to introduce some limited flexibility with respect to how assessments are managed. The key distinction is that learners have the flexibility to "opt out" of the formal assessment process in any given course. A learner who chooses to opt out of any graded assessments (including exams, papers, assignment and presentations, for example) will not necessarily receive a passing grade or notice of completion for their learning experience. Attaining a passing grade or notice of completion is the goal of most learners but not necessarily all.

Whether or not learners opt out of your course's assessment(s), it is important that you clearly explain the assessment plan for your course. Your explanation should state whether such assessment will include essays, tests, classroom work, examinations, and/or other means, and what the relative weight of those methods will be to the overall grade. This information must also be clearly presented in your course outline.

Please review your assessment plan with your Program Director prior to the start of a course. Please ensure that your program office has an electronic copy of your learner assessment plan before the course start date. Course grading formats are set up in SCS' systems according to instructors' assessment plans.

4.2.1 ASSESSMENT INSTRUMENTS

Ensure your learners have a variety of opportunities to demonstrate their knowledge and skill development.

You can do this by including in your assessment plan a mixture of assessment instruments, such as assignments, presentations, in-class exercises, projects, tests, and examinations. Please contact your Program Director to explore assessment options for your particular course and the types of learners and learner outcomes typical in your area of study.

4.2.2 FILING A COPY OF YOUR FINAL EXAMINATION/PROJECT

Ensure the program office has an electronic copy of your final examination or final project a minimum of five business days before the date on which the examination is to be written or the project is due. Please include the grading rubric and guidelines with your submission.

4.2.3 CHANGES TO AN ASSESSMENT PLAN

It is important to be confident in your assessment plan in advance of course start. Once your learners have been informed of the assessment plan on the course outline, you will not be able to change the means of assessment or relative weighting without first discussing the alteration(s) with your Program Director and receiving their approval. Any changes to the course grading scheme made once the course has started must also receive your learners' approval in writing.

4.2.4 VALUE OF FINAL EXAMINATION/PROJECT

The final examination/project for your course should constitute no less than 33% of your learners' final mark. Because assessment plans take into account all course components when determining a final grade, a learner is not necessarily required to achieve a passing grade in a final examination/project in order to pass a course. Variations on this rule do exist, please consult with your Program Director if you feel there may be a more suitable weighting for your course.

4.2.5 REQUESTS FOR EXTENSION FOR ASSIGNMENTS/PROJECTS

Establishing an alternate date by which a learner may complete an assignment or project can be done at your discretion. For advice, contact your program administrator.

4.2.6 RESCHEDULING MID-TERM ASSESSMENTS (EXAMINATIONS, ASSIGNMENTS, PROJECTS)

Establishing an alternate date by which a learner may complete a mid-term examination, assignment or project can be done at your discretion. Neither your program administrator nor your Program Director needs to be involved in rescheduling any mid-term assessments. It is up to each instructor whether or not to reschedule a mid-term assessment or whether to re-weight another piece of work yet to be submitted (e.g., a final exam), or assign the learner a grade of F or 0%. Please inform your program administrator of any re-weighting arrangements you make. Please contact your program administrator if you have any questions.

4.2.7 RESCHEDULING FINAL ASSESSMENTS (EXAMINATIONS, ASSIGNMENTS, PROJECTS)

If a learner must reschedule a final examination, he or she should download the appropriate alternate examination form, which can be found at learn.utoronto.ca/help/forms-and-applications. Learners submit their completed forms to Enrolment and Learner Services and pay a $150 application fee. You may be asked to prepare a new examination for the alternate examination; the School will compensate you for this work.

4.2.8 GRADING

Final course results should reflect your best judgment of a learner's grasp of the course material and the marks he/she achieved during the term.

Grade Scales

Grades are a measure of a learner's knowledge in an individual course. Some programs do require a higher pass threshold. Use of any grade scales/assessment categories outside of the general guidelines must be approved by the Program Director and included on the official course outline. SCS uses the following grading scales:

Grade	Meaning	
A	80%–100%	Excellent
B	70%–79%	Good
C	60%–69%	Adequate
D	50%–59%	Marginal
F	Less than 50%	Inadequate

Grade	Meaning
H	Honours (optional category)
P	Pass
F	Fail

Establishing Common Standards

In the case of multi-section courses that involve more than one instructor, you should establish a common standard in consultation with your Program Director before an assessment is carried out.

Establishing Standards of Achievement

During the first class meeting of a course, you should explain fully the standards of achievement you expect. You should provide enough information to allow the learners to determine whether or not they wish to continue in the course.

Feedback

Throughout your course, provide learners feedback on their assessed work and opportunities to discuss your comments. In general, your feedback should consist of four elements:

- positive – an indication of what is right about the work

- negative – an indication of where the work is lacking

- direction – suggestions of how and where to go about improving

- standing – an overall grade.

4.2.9 GRADING: ISSUES, OFFENCES AND CONSIDERATIONS

In order to maintain the academic integrity of our courses, it is important that you note the following potential grading issues you might encounter.

Conflict of Interest

A conflict of interest can be personal or pecuniary in nature. You must at all times ensure that your private or pecuniary interests do not conflict with those of the School. If, for example, you have either a business or personal relationship with a learner, or find yourself in a situation where a fair and objective assessment may not be possible, you must immediately disclose the situation to

your Program Director. He/she will determine, in consultation with you, the steps necessary to ensure fairness and objectivity.

Grading Offences

Transparency and honesty are essential to the academic integrity of the School and our courses. As an SCS instructor, you must not knowingly (including when you reasonably ought to have known) do any of the following:

- approve work from learners that has been plagiarized, forged, altered, falsified, or otherwise obtained without authorization

- approve the same work that has been submitted by two or more learners

- evaluate a learner's academic work by reference to any criteria that do not relate to its merit

- forge, alter, or falsify any academic record.

A breach of these rules will be considered an academic offence in violation of U of T's Code of Behaviour on Academic Matters. You must, therefore, describe to your learners, in the first class, the types of academic offences and explain that any such offences are subject to disciplinary action. For further information regarding these issues, see U of T's Code of Behaviour on Academic Matters at www.governingcouncil.utoronto.ca/policies/behaveac.htm.

Pass Rates: Above or Below Expected Outcomes

If for any given assessment, but particularly for final assessments (exams, projects, assignments) attention should be paid to situations where the pass rates of all learners are significantly above or below expected outcomes. You should discuss pass rates with your Program Director to determine if the level of instruction, quality of content and types of learning activities are set at the appropriate level of academic rigour, technical complexity and cognitive challenge. Pass rates that are too high may signal that a course is not challenging enough and that it may not prepare learners for real world challenges they will face outside the class. Pass rates that are too low may

signal a range of potential issues with the learning experience that need to be addressed. In either case, please add a note when submitting your final grading sheet to explain what you think may be the reason. Your Program Director will be in contact with you to discuss the pass rates once the grades have been submitted and reviewed.

4.3 ASSESSMENTS: ADMINISTRATIVE RESPONSIBILITIES

4.3.1 RECORDING ONGOING GRADES

A grading sheet is available via My Access-Instructor for you to record marks/grades and other related notations.

4.3.2 TIMELY GRADING

Mark and return assignments to learners within 10 business days following their submission.

4.3.3 FINAL COURSE RESULTS

Unless the program office has advised you otherwise, submit learners' final course results no later than 10 business days following the end of the course. Grades and attendance data should be submitted electronically through the grading sheet, via My Access-Instructor.

The final grades submitted to the School should match marks awarded on the semester's tests, projects, assignments and final examination. The grading scheme must also match the assessment plan provided to the School with the course outline, with any adjustments documented.

The following must be returned to the program office after grades have been entered into MyAccess:

- hard-copies of final exam or project submitted by each learner

- attendance sheet

- other assessment materials, such as learner examination booklets.

If you use Quercus in your course, do not enter the final grades via Quercus. Marks cannot be released until you have submitted marks for all final examinations and projects to the program office. Learners typically receive their results four to six weeks after the course is completed.

4.3.4 RECONSIDERATION OF FINAL GRADES

Learners have the right to appeal their final grades. If they choose to appeal, learners will have an opportunity to review their examination papers and will have the right to request a re-reading and re-checking of the marks. The Reconsideration of Final Course Results application form is available on learn.utoronto.ca/help/forms-and-applications.

4.3.5 LETTERS OF REFERENCE FOR LEARNERS

A learner may approach you for a letter of reference regarding his/her performance and achievements in your course. If you wish to provide such a letter, please send a written statement about the learner's work, together with the name and address of the person who is to receive the letter, to your program administrator. Your program administrator will then produce the letter on the School's letterhead and return it to you to sign and mail in an accompanying stamped, addressed envelope. Please allow a minimum of five business days for this process.

05
GENERAL INFORMATION: POLICIES, INSTRUCTOR CONTRACTS

This section contains important information on University of Toronto policies with which you should be familiar in your role as an SCS instructor. These include procedures and policies on academic practices, relations with learners, and administrative responsibilities. This section also offers an overview of some key elements of your SCS Instructor Agreement.

5.1 UNIVERSITY OF TORONTO POLICIES

This section offers an overview of some of the key policies and provides direction on how to access more detailed information. The information presented below is only a summary of these policies. The policies themselves contain more detail, and you should read them prior to beginning your course(s). It is important that you familiarize yourself with and understand these policies, the complete list of which can be viewed at www.governingcouncil.utoronto.ca/policies.htm.

5.1.1 UNIVERSITY OF TORONTO CODE OF STUDENT CONDUCT

www.governingcouncil.utoronto.ca/policies/studentc.htm

It is essential that classes are conducted without disruption. To avoid misunderstandings and reduce the potential for a disruptive classroom situation, clearly set out expectations regarding behaviour and class conduct at the beginning of your course.

5.1.2 UNIVERSITY OF TORONTO CODE OF BEHAVIOUR ON ACADEMIC MATTERS

www.governingcouncil.utoronto.ca/policies/behaveac.htm

This code deals, in particular, with plagiarism. It identifies rules and procedures for how you and administrators are required to proceed if you believe a learner has submitted plagiarized work. As noted in this handbook, it is an academic offence for an instructor knowingly to approve any work from a learner that has been plagiarized.

To assist instructors and learners with these issues, the following resources are available to provide guidance for learners to properly cite their sources:

- 'Writing at the University of Toronto' www.writing.utoronto.ca/advice/using-sources/documentation

- 'How Not to Plagiarize' www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.

5.1.3 UNIVERSITY OF TORONTO STATEMENT ON FREEDOM OF SPEECH

www.governingcouncil.utoronto.ca/policies/frspeech.htm

This statement asserts that U of T's essential purpose is to engage in the pursuit of truth, the advancement of learning, and the dissemination of knowledge. To achieve this purpose, all members of the University must have freedom of speech and expression.

To the extent it is not disruptive to the class, learners have the right to free speech, including the right to examine, question, investigate, speculate, and comment on a course-related issue.

5.1.4 POLICIES AND PROCEDURES: SEXUAL HARASSMENT

www.governingcouncil.utoronto.ca/policies/sexual.htm

Sexual harassment is unwanted sexual attention. It is behaviour that creates an intimidating, hostile, or offensive working or learning environment. U of T's sexual harassment policy defines it as any unwelcome pressure for sexual favours or any offensive emphasis on the sex or sexual orientation of another person. Learners, staff, instructors, and faculty can be the victims and the perpetrators of sexual harassment.

Sexual harassment can take many forms, including suggestive comments or jokes, unwelcome sexual banter, verbal insults, leering, remarks about dress or sexual lifestyle, pressure for dates, or intrusive and unwanted physical contact. Sexual harassment can involve a single incident or be part of a continuous barrage. It can be openly hostile and predatory, or ambiguous and unintentional.

You can model appropriate behaviour by creating and maintaining an atmosphere of mutual respect and professionalism in your classroom and online. Be sensitive to others' feelings and listen carefully to what they say.

It is very important that you be aware of your position of authority in this regard.

5.1.5 STATEMENT ON PROHIBITED DISCRIMINATION AND DISCRIMINATORY HARASSMENT

www.governingcouncil.utoronto.ca/policies/harass.htm

This statement promotes greater awareness of the rights and responsibilities inherent in protecting U of T's core values of freedom of speech, academic freedom, and freedom of research. U of T's Statement on Human Rights says, "the university … acts within its purview to prevent or remedy discrimination or harassment on the basis of race, gender, sexual orientation, age, disability, ancestry, place of origin, colour, ethnic origin, citizenship, creed, marital status, family status, receipt of public assistance or record of offence." The occurrence of discrimination can be verbal or in writing, including messages transmitted by computer. You must immediately report any incidents, perceived incidents, or complaints to your Program Director.

5.1.6 POLICY ON THE USE OF THE UNIVERSITY OF TORONTO NAME

www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppoct171991.pdf

SCS's instructors are not permitted to use U of T's logo and/or copyrighted materials withou the written consent of the School's Dean. Your institutional affiliation with the School and the university should be expressed as "University of Toronto School of Continuing Studies".

5.2 NON-COMPETITION

By agreeing to teach a course at SCS, you agree that you will not use the course description or any related materials produced at the expense of SCS to teach a similar course at another educational institution for the duration of the contract and for a period of one year following the expiry of the contract. If you were involved as a subject matter expert in course development and IP ownership is unclear, please contact your Program Director as you may have the right to use course materials.

5.3 OWNERSHIP/LICENSING OF MATERIALS

In signing an instructor contract with SCS, you grant to the University of Toronto School of Continuing Studies a perpetual, non-exclusive license to use, produce, reproduce, perform, publish, translate, communicate to the public all of the course materials that you create or modify in association with your course(s). Course materials comprise all materials required and/or used to teach the course, including, but not limited to, texts, journal articles, case books, supplemental reading lists, references, Internet URLs, exams and other learner assessment materials, handouts, overheads, instructor notes, graphics, illustrations, photographs, audio-visual materials, and any combination thereof, and materials used in interactive exchange mechanisms such as "rich media." You acknowledge and agree that course materials may be modified, amended, and edited by SCS and may or may not be used by SCS, in the sole discretion of SCS, without notice of any kind to you. You also acknowledge and agree that this licence may be assigned or sub-licensed to third parties by SCS and that all rights related to this license shall inure to the benefit of SCS, its successors, assignees, licences, and contractors.

5.4 CONDITIONS OF CONTRACTS

5.4.1 CONTRACT IS CONDITIONAL

All contracts are conditional upon adequate registration as defined by SCS in the respective course and other academic considerations, as determined by SCS in its sole discretion. For example, a class may be cancelled in the week prior to its expected start date if the number of learners enrolled is deemed by SCS to be too low. Alternatively SCS may choose to run a course with lower than optimal enrolment numbers for academic, competitive or learner impact reasons.

5.4.2 CONTRACT TERMINATION

SCS has, during the term of a specific course, the right to terminate a contract for any reason, including in the event that SCS determines the instructor does not have the minimum required skill and/or ability to provide the services indicated in the contract to the standards and expectations of SCS.

5.4.3 SUBSEQUENT CONTRACTS

There is no guarantee of subsequent contracts. The decision to offer an instructor a contract in subsequent terms lies solely with SCS, based on its needs and circumstances at the time including but not limited to student demand.

5.4.4 MANAGEMENT OF COURSES

SCS has the final determination of course content and objectives and the ultimate right to determine how a course and/or program is to be managed and provided to learners, including hours, duration, and dates.

5.4.5 CHANGE IN POLICIES/PRACTICES

SCS has the right to change the policies and/or practices in this handbook for a variety of reasons, including to maintain order and efficiency and to provide learners with the highest quality educational experience.

5.4.6 STIPEND HOLDBACK

SCS has the right to hold back payment of the last installment of an instructor's fees until such time as the instructor has completed all academic and administrative responsibilities, including the provision of completed class marks list and final marks.

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It was a difficult decision to take time away from my work and social life to commit to a course. But it turned out to be such a good investment. I never expected to learn so much."

LEILA KESHAVJEE
Completed Social Media Strategy Course which helped her promote her company Happy Pops, a brand of all-natural, handcrafted popsicles.

Revised July 2019

learn.utoronto.ca