WELCOME TO THE SCHOOL YEAR.
VISION
To be a global leader in university continuing education by enriching lives and transforming lifelong learning.

MISSION
To help people advance their learning, life, and career goals.

VALUES
LEARNERS FIRST
EXCELLENCE
CREATIVITY
COLLABORATION
INCLUSION
ACCOUNTABILITY
Welcome to a new academic year at the University of Toronto School of Continuing Studies (SCS). Since 1974, we have been hard at work cultivating excellent continuing education programming and recruiting best in class instructors to inspire our learners. We’re so happy to have you on board as part of our team.

Our first 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. To that end, we are constantly working to revitalize our course offerings, update popular courses and offer new ones. We’ve also expanded our online options and added condensed offerings and skill-building workshops, addressing the demand for flexible learning in our age of busy multi-taskers.

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

As an instructor, you are a critical part of this 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 and engaging learning environment. Our Learning Innovation team is also ready to help you navigate the challenges associated with teaching with technology. Their innovative instructional design solutions focus on improving the learning experience to serve instructors and learners alike.

We also believe that supporting you should include creating a community of like-minded people of which you can be a part, so we encourage you to be a part of our annual community events. Aspire to Inspire is the perfect opportunity for you to connect with other instructors and SCS staff and leadership in-person, while SCS Celebrates brings together learners who have completed their SCS certificates and winners of our Excellence in Teaching Awards. If you ever need confirmation that the work you do here is life changing, watching learners cross the Convocation Hall stage and hearing their stories at this event will absolutely convince you.

As you experience the rewards and challenges of guiding your students toward their 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 vitally 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 our 685 courses in a wide range of disciplines.

* This offer has an $800 maximum for one course, is non-transferable, time-limited within the calendar 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 Summer 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

<table>
<thead>
<tr>
<th>PROGRAM AREA</th>
<th>ACADEMIC GUIDANCE &amp; CONTRACT ADMINISTRATION</th>
<th>COURSE ADMINISTRATIVE SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Science, Languages and Translation</td>
<td>Gordon Davies <a href="mailto:gf.davies@utoronto.ca">gf.davies@utoronto.ca</a></td>
<td><a href="mailto:scs.humanities@utoronto.ca">scs.humanities@utoronto.ca</a> T: 416-978-2412</td>
</tr>
<tr>
<td>Business and Professional Studies</td>
<td>TBA</td>
<td><a href="mailto:scs.business@utoronto.ca">scs.business@utoronto.ca</a> T: 416-978-2412</td>
</tr>
<tr>
<td>Accounting, Finance, Management, Business Innovation, Entrepreneurship and eLearning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership, Marketing, Human Resources, Risk Management, Human Services and Social Work</td>
<td>Sam Levy <a href="mailto:s.levy@utoronto.ca">s.levy@utoronto.ca</a> T: 416-978-6562</td>
<td><a href="mailto:scs.business@utoronto.ca">scs.business@utoronto.ca</a> T: 416-978-2412</td>
</tr>
<tr>
<td>Engineering, IT, Operations &amp; Supply Chain Management, iSchool (Information and Records Management) and Facilities Management</td>
<td>Salman Kureishy <a href="mailto:salman.kureishy@utoronto.ca">salman.kureishy@utoronto.ca</a> T: 416-946-8454</td>
<td><a href="mailto:scs.business@utoronto.ca">scs.business@utoronto.ca</a> T: 416-978-2412</td>
</tr>
<tr>
<td>Project Management, Business Analysis and Business Process Management</td>
<td>Lee McTavish <a href="mailto:lee.mctavish@utoronto.ca">lee.mctavish@utoronto.ca</a> T: 416-978-7757</td>
<td><a href="mailto:scs.business@utoronto.ca">scs.business@utoronto.ca</a> T: 416-978-2412</td>
</tr>
<tr>
<td>Contract Training and Partnerships</td>
<td>Aubrae Wilson <a href="mailto:aubrae.wilson@utoronto.ca">aubrae.wilson@utoronto.ca</a> T: 416-946-0563</td>
<td><a href="mailto:scs.business@utoronto.ca">scs.business@utoronto.ca</a> T: 416-978-2412</td>
</tr>
<tr>
<td>Creative Writing and Business Communications</td>
<td>Lee Gowan <a href="mailto:lee.gowan@utoronto.ca">lee.gowan@utoronto.ca</a> T: 416-978-0765</td>
<td><a href="mailto:scs.writing@utoronto.ca">scs.writing@utoronto.ca</a> T: 416-978-2412</td>
</tr>
</tbody>
</table>
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 will 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.

**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 2017**

**Arts & Science**

Natalie Ribkoff

**Business & Professional Studies**

Michele Chaban

Farhad Khurshid

Laura Williams

**Creative Writing**

Kelley Armstrong

**English Language Program**

Lorenzo Sclocco

**Languages & Translation**

Alireza Bahrami

**Excellence in Online Teaching Award**

Gary Wilde

**Career Impact Award**

Michael Illinka

**Outstanding First Year Instructor Award**

Ayesha Khan
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 the School 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 11:00 am – 6:30 pm; Friday, 9:00 am – 4:00 pm
July, August Monday through Thursday 11:00 am – 6:00 pm; 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. 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.
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)
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 fulfill 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

The School’s 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 one 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, you should discuss the required textbook(s) 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/associations.

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. Your course resource plan will be a key component of your ability to implement the academic quality guidelines described on page 17. 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 and 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.

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 set up 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 learn.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.

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 remains committed to providing learners with a broad range of resources for learning and in the absence of an agreement with Access Copyright, we are committed to doing so in a manner compliant with copyright law. Legislation covering copyright regulation in Canada has recently changed. As a result of those changes, the University of Toronto and Access Copyright – the agency which has provided pre-authorization for institutions to share copyrighted material – have been unable to negotiate a new license agreement covering teaching activities.
What does this mean for instructors at the School of Continuing Studies?
Please refer to these key points as you prepare course materials.
• As a guideline, less than 10% of a work may be freely copied. A “work” is a book, journal, or magazine. Some restrictions and allowances to this rule apply.
• If the quoted portion is more than 10% but not deemed “substantial” then quoting of a longer portion of the material may be permitted.
• If you have used lengthy quotations that were allowed under the former licence and you have concerns about the new arrangements, check with your Program Director.
• Materials published under open access or copyright licenses with Access Copyright or other copyright clearance services.
• All works, including images, created over 50 years ago can be freely copied.

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 (www.provost.utoronto.ca/public/pdalc/2012_to_2013/26.htm), which allow 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 must obtain copyright permission to use the work. (See 2.2.5 above.)
• 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).

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 Student/Instructor Login link in the top right corner of the homepage, then select the link entitled Instructional and Classroom Support.
• 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 Instructional and Classroom 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 speaker’s involvement. The School can also provide branded gifts that you can present to guest speakers as a token of appreciation.

Preparing to Teach
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. For an official U of T holiday schedule, visit [http://www.future.utoronto.ca/newly-admitted-students/important-dates](http://www.future.utoronto.ca/newly-admitted-students/important-dates) and Examinations and Other Accommodations at Ontario’s public school system). You should plan your teaching schedule 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 the university community.” The policy can be found at [http://www.governingcouncil.utoronto.ca/policies/religious.htm](http://www.governingcouncil.utoronto.ca/policies/religious.htm). A list of Examples of 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](http://www.governingcouncil.utoronto.ca/policies/religious.htm). A list of Examples of Dates of Relevance for 2017-18 can be found at [http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm).

(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](http://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.)

2.3.3 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](http://www.governingcouncil.utoronto.ca/policies/religious.htm). A list of Examples of Dates of Relevance for 2017-18 can be found at [http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm).

(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](http://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:

- Administrative Guide for Course Management
- Express Course Checklist
- forms to order audiovisual services, photocopying, and copyright services
- links to resources and additional services.

To access this information go to [learn.utoronto.ca](http://learn.utoronto.ca), select the Student/Instructor Login link in the top right corner of the homepage, then select the link entitled Instructional and Classroom 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/instructorsupport/photocopy-request-form](http://learn.utoronto.ca/instructorsupport/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.

Preparing to Teach
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 School also conducts brief early evaluations in applicable courses. 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. These are especially useful for new instructors or those teaching new courses. 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 28 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 sgs.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.

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.


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/instructorsupport. 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.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>80%–100% Excellent</td>
</tr>
<tr>
<td>B</td>
<td>70%–79%  Good</td>
</tr>
<tr>
<td>C</td>
<td>60%–69%  Adequate</td>
</tr>
<tr>
<td>D</td>
<td>50%–59%  Marginal</td>
</tr>
<tr>
<td>F</td>
<td>Less than 50% Inadequate</td>
</tr>
</tbody>
</table>

Grade | Meaning  |
<table>
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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>H</td>
<td>Honours (optional category)</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>
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 GRADERS
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/registration/forms.htm.

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.
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 KEY 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/behavac.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

5.1.3 UNIVERSITY OF TORONTO STATEMENT ON FREEDOM OF SPEECH

www.governingcouncil.utoronto.ca/policies/fspeech.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


SCS’s instructors are not permitted to use U of T’s logo and/or copyrighted materials without 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”.

General Information: Policies, Instructor Contracts
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.

5.3 OWNERSHIP/LICENSEING 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.
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.