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Edition

UNIVERSITY OF WATERLOO

DEPARTMENT OF HEALTH STUDIES AND
GERONTOLOGY

Undergraduate
Teaching Resource for
HSG Faculty

DEPARTMENT OF HEALTH STUDIES AND GERONTOLOGY

Everything you need to know about working with our team!



















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Note: This handbook supplements the “Information for Sessional Appointments” document available to New Sessional appointments upon arrival at UW. This guide focuses on teaching at the University of Waterloo and includes information specific to the Department of Health Studies and Gerontology. The symbol ❖ indicates that more information can be found in the university-wide document. The document can also be found here:

<http://www.uwaterloo.ca/accountability/documents/Sessionalsguide.pdf>

If you would like more assistance with research-related subjects, please contact the Associate Chair of the department.

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Course Materials

If you are going to teach a course you will need to know how to access the materials necessary to do so. This section should make it easy for you to adjust to our unique way of doing things in the Department of Health Studies and Gerontology (HSG). If we've left anything out there are many helpful staff members who are willing to explain the various processes you'll need to know.



Ordering Textbooks and Clickers

*** The Master of Public Health program is offered through Distance Education so the textbooks for these courses should be ordered through Distance Education, not through the HSG department.**

Nancy Poole, the [HSG Administrative Coordinator, undergraduate studies](#), is the bookstore liaison for this department. Faculty members are encouraged to submit their own adoptions to the [UW Bookstore](#) by visiting their website.

If requested, the HSG Administrative Coordinator can order your textbooks for you. She will also order desk copies of the books for the instructor and teaching assistants upon request. Some publishing companies will give free copies to course instructors and some companies will only give one free book for every fifty ordered.

The HSG Administrative Coordinator will send a reminder to all faculty members prior to the order deadline. Course enrolment can be estimated by considering the maximum capacity of the classroom and the enrolment in previous terms. If the textbook has been used before it is safe to underestimate the amount of new copies the bookstore should supply since UW has a popular used bookstore. It is always better to slightly underestimate the amount of textbooks required since there is a restocking fee for returned books.

Clickers are also ordered through the bookstore. Visit this link for information on how to go about ordering them: <http://av.uwaterloo.ca/support/clickers.html>

For more information on why and how to integrate clickers in your course, please contact Katherine Lithgow (klithgow@uwaterloo.ca). The following sites are also good resources for clicker use:

- A very short, and informative video on clicker use in the classroom: <http://tinyurl.com/27rk6e>
- Best practices information (UW Net Savvy site): http://cte.uwaterloo.ca/teaching_with_technology/netsavvy/clickers.html

- Clicker Resource Guide:
http://www.cwsei.ubc.ca/resources/files/Clicker_guide_CWSEI_CU-SEI.pdf

❖ *More information on ordering textbooks is available on the UW Information for New Sessionals webpage*



Photocopy/Fax

***All office forms (shipping order forms, graphics requisition forms, etc.) are stored in the filing cabinet in the mail room.**

Photocopying is generally done in the mailroom (BMH 2307). This machine is shared by graduate students, staff, and faculty members. Backup paper is kept beside the photocopier. Transparent paper (for overheads) is also kept beside the photocopier. If there is no backup paper available you can request it from the HSG Administrative Coordinator. Larger print jobs (over 100 pages) should be sent to [Campus Copy](#) for printing. If you require the services of Campus Copy you will need a “Graphics Requisition” form that is filled out by someone in the department with signing authority. Most staff members are happy to do this for you.

The fax machine is near the photocopier. The fax number is +1.519.746.2510.



Audio Visual (AV) Materials

Many rooms at uWaterloo are now equipped with pc computers and data projectors. These rooms are known as “e-rooms”. E-rooms also have DVD players available. If the room is not an e-room you can request laptops and data projectors through the HSG Administrative Coordinator. Please book this equipment in advance.

Usually you must get a key to access the equipment in an e-room. If you are unfamiliar with the AV equipment in your room you may book a training appointment through AV (ext. 33033).

If you are unsure in which room you are teaching you can look it up on the [Schedule of Classes](#).

- **If you are teaching in BMH/LHI:** See the [AHS Administrative Assistant/Executive Secretary](#) to the Dean for a key permit.
- **If you are teaching in Registrar’s space (other rooms across campus):** You will need to visit the AV main office in E2 1309 to obtain a key permit for the AV equipment. You will not require a room key as Registrar’s space is usually unlocked.

Once you have signed the key permit you must take the top copy to key control (<http://plantoperations.uwaterloo.ca/services/keys.php>) and they will supply you with your key. You must return the key when you no longer require it for your course.

If you are not in an e-room and you would like to show a film and/or require the use of a DVD player you must contact ITMS (Instructional Technologies and Multimedia Services) located in Engineering 2.



Mail/Courier Services

Everyone should receive a mailbox in the HSG mailroom. If you do not yet have one you can make a request through the [HSG Administrative Coordinator](#). There are three “outboxes” on top of the mailboxes: on-campus mail, off-campus mail, and stamped mail. On-campus mail can go in the large interoffice envelopes stored next to the mailboxes. Simply cross out the last name written in and add the person/building to which you are sending the mail. Mail that requires postage should be placed in off-campus mail. Mail is picked up/delivered twice a day.

If you require a courier you will need to inform the HSG Administrative Coordinator and she will fill out a “Shipping order” form. Indicate whether the cost should be paid from the department account or from a research account.



Miscellaneous Office Supplies

The department orders office supplies through [Staples Advantage](#). Orders are placed approximately once every two weeks. Please keep this in mind if you notice you are running low on something. Orders are placed through the HSG Administrative Coordinator.

Note:

Every institution has its own discourse. Many postsecondary institutions use countless acronyms and the University of Waterloo is no exception. There will be acronyms used periodically throughout this manual so if you see one you do not recognize, please refer to “Common Acronyms” index at the back of this handbook.

Course Syllabi



Creating a Syllabus

A syllabus is a document that summarizes your course design plans and outlines what will happen during the term.

Following approval at Senate May 19, 2009, all undergraduate courses, **effective Fall 2009**, require a course outline that must include certain basic elements.

These elements are listed at

<http://www.uwaterloo.ca/accountability/documents/courseoutline.pdf>.

There is also a sample course outline available at

<http://www.uwaterloo.ca/accountability/documents/courseoutlinetemplate.pdf>

For simplicity, all of the statements required by the department and the university can be found at http://www.ahs.uwaterloo.ca/current/hlth/Assign_and_Exams_Policy_hsg.pdf

Every course outline must be reviewed by the HSG Associate Chair for Undergraduate Studies prior to distribution. Once approved, it should be filed with the HSG Administrative Coordinator. All undergraduate course outlines must then be distributed to students electronically or on paper by the end of the first week of classes.

A syllabus provides information on course requirements, required and recommended resources, as well as course practices and institutional policies to which the student must adhere. Your syllabus should also inform students of your teaching philosophy, why this course is important, how it fits into the program, and how the content covered in the course is applicable to the students as individuals.

Note:

Many instructors indicate that they would prefer to communicate with the students through UW-ACE as a way to keep their incoming emails organized. For more information about UW-ACE, refer to page 9 of this guide and/or contact Katherine Lithgow: klithgow@uwaterloo.ca ext. 37076

In addition to the University of Waterloo minimum course outline requirements, your syllabus should include the following:

- Course prerequisites (if applicable)
- Course information
 - goals (you could include your teaching philosophy here—or discuss it in class)
 - teaching and learning activities
 - overview of topics covered
- Course policies (both university regulations and your own)
 - *Courses offered by Health Studies and Gerontology*: Department policy on late assignments/quizzes and exams:
http://www.ahs.uwaterloo.ca/current/hlth/Assign_and_Exams_Policy_hsg.pdf
 - *Courses offered by Health Studies and Gerontology*: Student Request for Variance from Course Outline form:
http://www.ahs.uwaterloo.ca/current/hlth/Variance_request_hsg.pdf,
 - *All courses (if plagiarism detection software is to be used)*: Statement on the use of Turnitin for plagiarism detection:
<http://uwaterloo.ca/academicintegrity/Turnitin/guidelines.html>
 - *All courses*: Office of Academic Integrity: Academic Integrity for Students
<http://www.uwaterloo.ca/academicintegrity/Students/index.html>
 - *All courses*: [University of Waterloo Expectation of Academic Integrity](#) (Senate-mandated statements) Visit: www.uwaterloo.ca/academicintegrity/ for more information.

Resources Available for Creating a Syllabus

Creating a Course Outline Tip Sheet

http://cte.uwaterloo.ca/teaching_resources/tips/creating_course_outlines.html

A Guide for Course Outlines

http://cte.uwaterloo.ca/teaching_resources/OCAV/courseoutlinetemplate.pdf

Writing Learning Outcomes

http://cte.uwaterloo.ca/teaching_resources/tips/writing_learning_outcomes.html

Bloom's Taxonomy of the Cognitive Domain

<http://www.edpsycinteractive.org/topics/cogsys/bloom.html>

The Associate Chair for Undergraduate Studies is always available to answer any questions that may arise and will review draft course outlines upon request.

Book available in CTE library:

O'Brien, Judith Grunert. The course syllabus: a learning-centered approach. Anker, c1997.

There's a new edition (2008) but only available through Trellis (WLU has one copy)

Note:

The course syllabus is considered to be a contract between the instructor and the students. Once the syllabus is distributed much of the content cannot be altered. The date of a midterm or final examination, for example, cannot be changed unless 100% of the class agrees to it. In this situation a secret ballot vote should be conducted. Other modifications to the syllabus, such as extending the due date of an assignment, can be made if there is a general agreement among the students as determined by a show of hands. In this case it should be made clear that any students who wish to submit their assignment early (by the date indicated on the syllabus) are permitted to do so. If the way a student is assessed can be altered at all, for example by allowing "bonus marks" for makeup assignments, this must be outlined on the course syllabus. Otherwise it is not fair that only students who ask for these opportunities are given them.

Teaching Assistants (TAs)

Number

The department typically hires one TA for every fifty students. If minimal marking is necessary (i.e. the course consists of multiple choice exams) then there may only be one TA for every hundred students. Conversely, if the course mainly consists of written assignments or has components that could be time consuming to

grade the instructor should consider asking the department for an extra TA. Please note that generally no more than three TAs are assigned to a course.

Requests for extra TAs can be directed to the [HSG Department Chair](#) or to the [HSG Administrative Assistant](#).

Selection

The instructor may suggest a TA if they know a student who would be suitable for the position. However, the department usually selects candidates who have no other source of funding. TAs are chosen one to three months prior to the start of the course.

Responsibilities

As a general rule, TAs should spend approximately ten hours a week on their teaching responsibilities. If you anticipate that the assigned TAs will need to spend more time on the course, please ask the department to hire another assistant or marker (see above).

Once the TA has been selected they will sign an agreement with the department. The department will then send the instructor a template of an agreement for the TA's potential duties. The instructor is obliged to inform the TA exactly what is expected of them. The TA should sign the agreement to show that they are aware of their duties. The TA should at least be available for the scheduled midterms and final examination.

**Providing TAs with a marking scheme for assignments and exams is strongly recommended.*

If the instructor feels that the TA is not fulfilling their responsibilities they must notify the Department Chair and Administrative Assistant as soon as there are concerns. The department will schedule a meeting with the teaching assistant to discuss the inconsistencies and to give them a fair chance for improvement. The instructor is obliged to inform the department of any issues they have with the TA.

Instructor/Student Computer Programs

When you meet with your Human Resources representative you will be given a WatLAM account and a NEXUS account. You will have the same user ID for both but please keep the passwords distinct for security reasons. Your WatLAM account will give you access to Quest and UW-ACE while your NEXUS account will allow you to log onto to any computer on campus and to access your N:drive, on which you can store your teaching files for access from any lecture e-podium.

Your email will be your userID@uwaterloo.ca.



Contact the [CTE AHS Liaison](#) once you have your UWdir for an overview on using UW-ACE.

What is UW-ACE and Why Would I Want to Use it?

UW-ACE is the acronym used for the University of Waterloo's Learning Management System and stands for University of Waterloo - Angel Course Environment (from ANGEL Learning Incorporated, ALI). UW-ACE provides a core set of functions making it possible to carry out course activities online. The functions include electronic drop boxes, discussion boards, online quizzes, online polls, blogs, online chats, wikis and course e-mail which can help you provide learning opportunities and feedback for your students outside the classroom. Online components combined with face to face classroom activities can work together to support deep and meaningful learning.

You can post documents online, such as your course syllabus and your course notes, or outlines of your lectures. Students can prepare for classes by completing online quizzes prior to the class, which will enable them to engage more fully in class discussions. Assignments can be submitted, and feedback returned, online using the drop box option. Grades can be provided to students in a secure manner online. Instructors now have the option of using Turnitin, a plagiarism detection software service, through UW-ACE. Visit the academic integrity website for more information:

<http://uwaterloo.ca/academicintegrity/Turnitin/index.html>

You can communicate with your students using the announcement feature or through course email. Students can communicate with each other, with you, and with your TAs through the use of discussion forums and chat rooms. Online discussion forums expose students to a number of different perspectives on course concepts and provide them with an opportunity to articulate their understanding of the course material. This increases their awareness of misconceptions they may have and enables them to correct their bias. Instructors and teaching assistants can monitor the online discussions, providing guidance and feedback as necessary.

Resources to Help You Use UW-ACE Effectively

Katherine Lithgow – CTE AHS Liaison (klithgow@uwaterloo.ca ext. 37076) Her role with the Centre for Teaching Excellence (CTE) includes helping instructors design course-related online activities and advising on how to integrate online activities into courses in ways that are efficient and that enhance student learning. She is available to help you design or execute new or ongoing activities and can review with you the features that are available through UW-ACE.

The Centre for Teaching Excellence (CTE) hosts the UW-ACE Instructor User Group in April and December. This event shows instructors innovative ways that other faculty members are using UW-ACE on campus. Three instructors will present activities that they have created for their students in UW-ACE. They will discuss why incorporating the activities into an online environment enhanced the learning experience for their students and share their own experiences of creating and facilitating these activities. Past topics have included how to use online polls to enhance in-class discussions, how to create student-generated self-assessment quizzes, and unique ways to enhance student communication through discussion boards.

Check the [CTE website](#) for dates.

Note:

Students who have not paid/arranged their fees will lose access to UW-ACE halfway through the term. Student Accounts makes repeated attempts to contact the student about their non-payment status prior to restricting UW-ACE access. If a student approaches you complaining that they cannot access UW-ACE you should direct them to Student Accounts. If the student's account is in order they will be directed to UW-ACE technical support. Instructors are advised not to give special consideration to students who miss a deadline because they do not have access to UW-ACE for financial reasons.



Quest (www.quest.uwaterloo.ca)

Quest is the online student administration system that allows students to easily add/drop courses, view their unofficial transcripts, view and pay their fees, and update their contact information. Faculty and staff members may also use Quest to view student schedules, monitor class rosters, post final grades, and contact students through their main email account.

As an instructor you will have access to limited amounts of student data on Quest. Instructions for using Quest are found at this link:
<http://www.quest.uwaterloo.ca/help/howdoi/index.html>

At the end of the term you must download a .csv file of the class roster. Open the class roster for your course and click on “download.” Indicate that you would like a .csv copy of the roster for electronic grades and click “download” again. You may now enter the final marks manually. Instructions for uploading grades using several methods are found at this link:
http://www.quest.uwaterloo.ca/help/howdoi/grades_submission.html

Instructions for submitting Final Grades to the Registrar's Office (Quest) from the UW-ACE Gradebook

Prior to setting up your gradebook in UW-ACE, please contact the CTE [AHS Liaison](#) to ensure that your marks are being calculated the way you intend them to be.

Jan Willwerth (IST) (jan@ist.uwaterloo.ca) is also available to help when you are submitting the final grades to the Registrar.

UW-ACE gives you the option of exporting grades from the UW-ACE grade book into an excel sheet. It also allows you to import marks from an excel sheet into the UW-ACE grade book. To ensure that this goes smoothly, please create your excel sheet using the class list available in your UW-ACE course site under the MANAGE tab → Class List Export (found under the UW Section Instructor Tools).

Once you have completed adding marks to the grade book and you are satisfied that the final grades are correct, select the **Manage** tab. **Do not select the Grade book hyperlink** (Quest requires a different format than that provided by the software -- IST has written a script to produce a suitable file).

Select '**Quest Grade book Export Final Marks**' from the UW Section Instructor Tools. When prompted to Open or Save the file, select 'Save'. Make sure to note the location to which you are saving the file and replace the default grade book filename with your course name (e.g., Hlth101W09).

Note:

You will have an opportunity to edit the resulting .csv file prior to submitting the grades to Quest for any student whose mark will be generated using a different calculation method or is receiving an INC. You may open this file in MS Excel to make any necessary changes. When you resave this file you will receive a warning message about the file format. Just continue with the process of saving.

This [resource](#) will help you set up your UW-ACE grade book, and includes instructions for importing and exporting grades, downloading a class list for off-line mark maintenance and submitting marks from UW-ACE to Quest.

Examinations

❖ *Additional examination procedures can be found in the UW Information for New Sessionals webpage.*

Updated UW Examination Regulations can be accessed at:
www.registrar.uwaterloo.ca/exams/ExamRegs.pdf



Midterms

- **Booking extra classrooms and proctors**

Extra space will occasionally be required for a midterm examination. If you require an extra classroom, contact the [AHS Scheduling Coordinator](#) to book one before the beginning of the term. Graduate students are usually used as proctors and the HSG Administrative Coordinator is responsible for organizing this. Typically one proctor is needed for every fifty students writing the exam.

- **Printing**

Midterms should be sent for printing at least 48 hours prior to the midterm date. The University of Waterloo uses Campus Copy for this. Generally the Health Studies and Gerontology department uses the Campus Copy located in the Math and Computer (MC) building. Original copies of midterms should be

submitted to the HSG Administrative Coordinator for printing. Be sure to do a quick count of your midterms to be sure the correct number was printed!



Final Examination Study Days

These occur between the last day of lectures and the beginning of the final examination period. Their purpose is to allow for students to prepare for their final examinations. During the study days no student is required to hand in an assignment, sit in a lecture, or sit in an exam.



Final Examinations

Within the first week of class you will be contacted by the [AHS Administrative Coordinator, Undergraduate Studies](#) to discuss whether your course has a final exam. If your course has a final exam you will be given two choices:

- **Scheduled and Administered:**

This option puts the responsibility on the [Registrar's Office](#) to schedule an exam time, book an appropriate room, and to print all copies of your final exam for you. Basically the Registrar's Office will do all of the work. Most instructors choose this option.

- **Scheduled:**

The Registrar's Office will only schedule a time for the examination. The instructor is responsible for booking a classroom and for printing their exam.

If you have chosen "Scheduled and Administered", the master copy of your final examination must be submitted to the Registrar's Office approximately two weeks before the date of the exam. The Registrar's Office will inform the Examination Scheduling Officers of specific due dates for master copies to be submitted. The Scheduling Officers will contact instructors with a reminder.

Note:

The Registrar's Office covers the costs of printing and distributing final examinations, provided that they are submitted by the due date. Generally instructors who are late in submitting their final examinations are responsible for arranging printing with their department and for transporting their exam to the room where it is being written on the day of the exam.

Final examinations can only be held during the scheduled time and they cannot be longer than 2.5 hours. Instructors are responsible for proctoring their own final examinations although extra proctors will be provided at a ratio of 50 students: 1 proctor. UW is required to provide students with alternate examination times if there is a major time conflict. These are outlined in the Exam Regulations package.

Final course grades should be submitted by Quest electronic grade submission no later than 7 days after the final examination. If there is no final examination grades are due 14 days after the start of examinations. You cannot post final examination grades or their equivalent until after the final examination period has ended.

If you are teaching a large course some students will inevitably miss your final exam. View the case example ([page 19](#)) and the UW policy on grading (<http://ugradcalendar.uwaterloo.ca/?pageID=10814>) for more information on submitting grades for these students. Once final grades are submitted, any changes should be made using a Grade Revision form. You can get this form from the HSG Administrative Coordinator. Once you have filled it out you should give one copy to the Administrative Coordinator and send the original to the Registrar's Office for processing.



OPD

The [Office for Persons with Disabilities](#) ensures that all students have an equal chance at success, regardless of any disabilities they may have. Students must be registered with OPD to have special consideration.

Students may present you with a "Request for Alternative Examination Arrangements" form to sign. It has three copies: one for you, one for the student, and one for OPD. If the student has requested to write a midterm exam in OPD you should send a copy of the exam to that office before the exam date. If you forget to send a copy to OPD their Administrative Assistant will contact you to request one. Final examinations for "Scheduled and Administered" exams will be sent to OPD by the Registrar's Office. The OPD extension is 35082.



Missed Examinations

Every student must provide the course instructor with appropriate documentation within 48 hours if they miss a midterm or final examination. University of Waterloo policy indicates that students who miss an examination or test due to medical reasons must have their doctor fill out a [Verification of Illness Form](#) provided by Health Services. In addition, Health Studies and Gerontology department practice requires students to fill out a [Request for Variance from the Course Outline](#) to accompany their documentation if they miss a midterm or final examination due to circumstances beyond their control.

As of Fall 2009, the University of Waterloo has instituted the following practices regarding exam accommodation:

Where a request for variance is approved by the instructor, the following university-wide accommodation policy will normally apply:

1. **Missed/Late Assignments:** The weighting of the missed assignment is added to the final examination weighting or is spread over the remaining assignments. **Assignment due dates are not extended**, with the exception of project-based, thesis or similar courses where submissions must be made. Instructors may use their discretion in these cases and allow an extension.

2. **Term Tests/ Examinations:** The weighting of the missed test/midterm examination is added to the final examination weighting or spread over the remaining tests. **Term tests are not deferred.**
3. **Final Examinations:** A deferred final examination is written the next time that the course is taught. Although not compelled to do so, instructors **may** use their discretion to schedule make-up final examinations at a mutually agreed upon date and time earlier than the next offering of the course.*
4. If granted, alternative final examinations may be of a different format than the regularly scheduled exam.

*The instructor can use their discretion to decide whether or not to hold a makeup exam. If an instructor allows students to write a makeup exam at a mutually agreed upon date and time they should contact the HSG departmental staff for inquiries/assistance.

No Final Examination

Sometimes an instructor will choose not to have a final examination. Generally, there is either a large assignment or a major term test in its place. Regardless, instructors must always follow Policy 19, which indicates that students may not view their final mark until the end of the examination period, with the justification that students may become distressed about their grade in one course and not perform as well on their finals in other courses. If you plan to have a final assignment or a major term test instead of a final examination, please read the following information:

Assignments: Assignments cannot be due after the lecture period is finished unless it is in place of a final examination. In this case it must be due during the regular final examination period and not during the study days.

Major term tests: Final term tests worth over 25% cannot be scheduled in the last week of classes and therefore must be scheduled during the regular examination period. Any exceptions to this rule must be approved in advance by the Department Chair and Undergraduate Associate Dean of the faculty who offers the course.

Note:

Pencils and scantron cards are kept in the mailroom filing cabinet. Please return any unused cards and leftover pencils when you are finished with them. All HSG exams are stored in the department for one year and are then sent for confidential shredding. When storing your exams, remember to separate any items that cannot be shredded, such as pencils or diskettes. Leaving such items in the bottom of the boxes creates a safety risk and can also destroy the shredding machine.

Course Evaluations

Every course in the Faculty of Applied Health Sciences must follow the mandatory course evaluation process.

Courses with less than five students, “arranged” courses, independent study courses, and courses that begin with “0” are exempt from this practice.

Course evaluations must be completed the final two weeks of the term during class time. However, instructors are not permitted to use the final lecture to administer evaluations because students will be concentrating on their final exams and may not give an accurate assessment. Instructors and teaching assistants may hand out the evaluations but they are not permitted to remain in the room while the students are completing the evaluation.

There are two possible processes for course evaluations:

- **Instructor administered:**

This option is generally assigned to tenured faculty members. The AHS Undergraduate Administrative Coordinator will put pencils and evaluation forms in your mailbox. Instructors take the evaluations to class and ask for a student volunteer to return the evaluations to the AHS Undergraduate Administrative Coordinator in the Dean’s Office. The Administrative Coordinator will inform you when the student has returned the evaluations.

- **Faculty Office administered:**

This option is available for non-tenured faculty members, sessionals, or instructors teaching large courses. The [AHS Undergraduate Administrative Coordinator](#) will send a memo to all faculty members whose evaluations will be administered by the Faculty Office, providing all of the necessary details and potential time slots for the evaluation from which the instructor can choose. The instructor then confirms a time and date on the memo and returns it to the Administrative Coordinator.

Course evaluations are processed and returned to the instructor after final grades have been submitted.

Note:

In any class, students will have varied interests, abilities and values, and this variability will be reflected in the kinds of comments they make on Course Evaluations. It’s common for instructors to find that a particular aspect of a course will be listed as a major strength of the course by some students and a major weakness by others and, sometimes, these two responses will be of roughly equal proportions. Therefore, you will have to use your own discretion when deciding whether to make changes on the basis of student comments. Also, some who respond negatively will do so in a personal way designed for the most traumatic emotional impact. Sadly, such responses are not unique but are expected occasionally by even the most experienced instructors. If you feel bothered by such responses, feel free to approach other instructors: most will be able to show you even worse comments from their own past courses. In other words, almost anything students will say to you they’ve also said to other instructors.

Other Helpful Information

✓ Course Override Forms

Early in each term students will likely approach you with a course override form to request enrollment in your course. If your course is full it is your decision whether you allow an extra student to enroll. At this time you should consider the resources available (room capacity, number of TAs, etc.) and the need for the student to be enrolled in the course. It is a good idea to remain in contact with the departmental staff regarding enrollment requests. Instructors generally give preference to students who are required to take the course and also to students who attend the lecture in case they will be given permission to enroll before the deadline (this shows enthusiasm for the course content).

If a student brings you a course override form because they do not have the necessary prerequisite, it is your decision whether you allow this student into the course. Many instructors will allow the student to take the course in this situation (within reason) but warn the student that they are responsible for filling in any gaps in their learning. They may also remind them of the drop deadlines so that the student can drop the course if they realize the material is too in-depth for their knowledge base.

✓ Letter of Permission Courses

Students who wish to take a course at a university other than their home university must use a [Letter of Permission](#). The Letter of Permission must be sent to the “host” university after it is approved by the student’s academic advisor in their home university. There are different practices across faculties for students taking courses through Letter of Permission. AHS students who wish to take courses for credit through Letter of Permission must be in good standing at UW. They can take up to ten courses (5.0 units) for credit towards their UW degree through Letter of Permission, provided that the grade in the course is above 60%.

Students from other universities who inquire about taking a course at UW must have their home university approve their Letter of Permission. They must take the approved form to the UW Registrar’s Office for admittance into UW. The Letter of Permission form must be approved and submitted to the Registrar’s Office at least two months before the beginning of the desired term of study. Once a student is admitted for a term they will have access to Quest to enroll themselves in the course they have selected. Students taking courses through Letter of Permission are subject to the same course enrollment regulations as UW students. The student must receive the instructor’s permission to enroll in a course if it’s full.

✓ Word of Mouth

Never underestimate the communication power of undergraduate students. Try to be as consistent as possible with all of your students because if you make an exception for one student you will have many more approaching you asking for the same treatment. Don’t offer to do something for one student unless you’re prepared to do it for the majority of them. Equity is paramount.

✓ The Number 9

Awarding a grade that ends in the number nine is very dangerous, as many students become very frustrated over being “one mark” away from a higher grade level, especially if the student earned 49% or 79% in a course. If you are not careful you will get many students approaching you with requests for make-up opportunities and re-marking. When you notice a grade ending in “9” it might be a good idea to re-evaluate the material to see if there is an aspect that could bring it up or down by one percentage.

✓ Undergraduate Thesis

Some undergraduate students may approach you to supervise their undergraduate thesis. This is an excellent opportunity for students to use their acquired skills to complete a research project. However, there are certain criteria that students should meet before you agree to supervise them. For example, a student must have a minimum 80% cumulative average, and be particularly strong in statistics and research design courses. For more information about what is expected of a student completing their thesis, view the [thesis package](#).

Case Studies

- **Students who wrote exam but claim performance was affected by external issues**

You are teaching a class of about 400 students this term. The course is formatted to have three midterms, each worth 33% of the final grade. The night after the first midterm you receive an email from a student: “Dear Dr. Smith, I am afraid I have not done as well as I should have because I have been going through some issues lately. I had a party the other night and some people I don’t know stole some lawn gnomes from my neighbour. I woke up and moved the little elves to the curb, assuming the neighbours would claim their stuff. I was wrong. They called the police on me, Dr. Smith. All day yesterday I was on the phone with my parents, the police, and a lawyer, stressed out about how this would affect my permanent record. I did not have any time to study so although I had studied the week before the exam I did not get to study the day before and this was on my mind. Is there anything you can do for me? I hope I still did well on the exam anyway, but if not is there anything we can do about it?”

What is the best solution to this kind of problem?

UW policy indicates that a grade will normally stand once an examination has been written, but the student does have the option of petitioning to alter their overall academic standing at the end of the term. More information can be found [here](#). Refer the student to the HSG Course Assignment and Exam Practices in your course outline and inform them that they do have the option to petition for a change in their academic standing due to extenuating circumstances. It is very important to avoid promising the student anything. If this is an HSG student you should let the advisors know of this situation.

- **Students want in your course but it is full**

You are teaching HLTH 201 (Aging and Health) this term. It is in OPT 347. You are told that all HLTH students who require this course are enrolled and that there are quite a few students from other departments who are taking it as an elective. The enrolment capacity of HLTH 201 is 193 students. There are 193 students enrolled in HLTH 201 when Mary approaches you with a course override form.

She is majoring in Biology but is really interested in taking HLTH 201 as an elective. What should you do?

Many courses are cross-listed in other departments. For example, HLTH 201 is cross-listed with GERON 201. Often one course will be full (i.e. HLTH 201) but its cross-listed version will have space available. If the cross-listed counterpart is also full you can contact the AHS Scheduling Coordinator to determine actual capacity of the room. There must be seats available for every student, but occasionally the capacity shown on the Schedule of Classes will be slightly less than the actual capacity of the room. You may sign course override forms to fill these extra few spaces and then ask the HSG Administrative Coordinator to start a waiting list. Inform the student that if space becomes available you will allow them into the course. Advise them to remember to pre-enrol in courses to prevent this situation in the future. Please keep in mind that even if there is extra space in the room you may not be able to effectively teach numerous extra students with your current resources. If you receive a lot of requests in advance you may ask for an extra T.A. or change the format of your course so that marking will not be as time-consuming.

- **Indications students might be cheating**

Peter arrives early to the exam. The exams are already set out on the desks, face down. Peter pulls out his notes and engages in what you interpret as typical last-minute studying. You think nothing of it and move on. During the exam you notice that Peter has written quite detailed point-form notes on the back of his exam package. You are quite sure that Peter wrote these notes prior to the start of the exam when you thought he was doing last-minute studying. You ask him about these notes and he tells you that he wrote them in during the exam to “summarize his knowledge base.” You suspect this is a lie but you are unable to prove anything. What do you do?

It is university policy to confiscate exam materials in this situation. Since you cannot prove that the student was cheating they are still entitled to write the exam. However, you should take away the exam materials they were using to cheat with and provide them with a new copy of the exam to write on. In the future it helps to watch for this kind of behaviour because if you obtain their exam with notes before the exam starts you will have proof that they were cheating. If the student is an HSG student you should make a note in their file in case there is a similar occurrence in the future. If the student is not registered in HSG you can let the student’s department know that although you have no proof, you suspect cheating and let them know to watch for it.

- **Students miss a final exam**

You are teaching a class of 250 students and have a final examination on the last day of exams worth 40% of the final mark. Two situations occur:

- 1) *One student contacts you and says their grandmother has passed away and the funeral is the day of the final exam. They ask if they can write the exam at another time so that they can attend the funeral.*
- 2) *While uploading grades you notice that two students did not show up for the final exam and have not contacted you. Student 1 has completed most of the course work but was not doing very well while Student 2 has not written a single exam or submitted any assignments.*

How do you deal with these situations?

- 1) *UW policy indicates that it is the instructor’s prerogative to grant students alternate arrangements for final exams (unless the student is registered with OPD). In this situation it is important to make a decision you are comfortable with. In the event of a death in the family students must provide a copy of the death certificate or an obituary if the last name is the same*

and is not too common (i.e. “Smith” would be a hard name to prove that the student is in fact a relative based on the obituary alone). It is the department practice for students to fill out a “Request for Variance from the Course Outline” form if they require special consideration for completing the course content. If you and the student have arranged for the student to write the examination after you submit your final marks you should submit an “INC” (incomplete) for the student because they have not completed the course but have made arrangements to do so. There is no grade associated with an “INC.” After eight months an “INC” will change to an “FTC” (failure to complete) with an associated grade of 32%.

- 2) It is not uncommon for students doing poorly in a course to miss a final. If a student has been completing course work but does not show up for the final examination the instructor should put a “DNW” (Did Not Write) as their final grade in case the student contacts the professor at a later date. A “DNW” has a grade value of 32%. Sometimes students prefer this to an even lower mark. If a student has not completed **any** course work you should give them a zero on the exam and as their final mark, as they have not even earned 32%. It is possible that the student erroneously thought they had dropped the course. If this is the case the student should take the initiative to speak with their academic advisor about submitting a petition to receive a WD after the drop deadline.

- **One T.A. is doing the majority of the work**

You have a class of one hundred students and were assigned two graduate TAs, Andrea and Amanda. They have both signed identical agreements for their responsibilities and have both scheduled two hours a week for their office hours. You assume they will split the marking and other responsibilities equally and for the first few weeks everything seems fine. You begin to notice that Andrea is constantly replying to the student’s questions on UW-ACE and Amanda hasn’t responded to a student once. You also start to receive complaints from students that they couldn’t find Amanda during her office hours. As a result, Andrea starts to have twice as many students show up to her hours since she is gaining a reputation as the “reliable” one. What should you do?

If one T.A. is not fulfilling the terms of their contract you should schedule a meeting with them and the department’s administrative assistant to discuss what can be done. If you don’t notice a problem until later in the term you can mention it to the HSG Administrative Assistant once the course is finished so that the student can be reminded of their responsibilities before they are hired again as a T.A.

Common Acronyms

AHS – Applied Health Sciences, the faculty consisting of three programs (HSG, RLS, and KIN)
AHSUM – Applied Health Sciences Undergraduate Members
BMH – B.C. Matthews Hall, home to Applied Health Sciences
CBRPE – Centre for Behavioural Research and Program Evaluation, one of the research groups residing in AHS
CECS – Co-operative Education & Career Services
CHIP – Computing Help and Information Place, processes scantron cards
CTE – Centre for Teaching Excellence, assists instructors with new ideas for teaching courses
ELPE – English Language Proficiency Exam, a one-hour exam required for all first year AHS students
FAUW – UW Faculty Association
Feds – Federation of Students
FOC – Federation Orientation Committee, organizes orientation week
HSG – Health Studies and Gerontology
Ideas – Innovation of Data, Evaluation & Design for Health systems
IST – Information Systems and Technology, assists with staff, faculty, and student training
KIN – Kinesiology, one of the programs within AHS
LHI/LHS/LHN – Lyle Hallman Institute, a building on campus attached to BMH. LHS refers to Lyle Hallman South and LHN refers to Lyle Hallman North. It is home to Applied Health Sciences
OPD – Office for Persons with Disabilities, assists students with special needs (longer time to write exams, lighter course loads, note-takers, etc.)
PAC – Physical Activities Complex, the recreation facility in the middle of campus
PD – Professional Development, a series of courses designed to assist co-op students with work skills
PHR – Population Health Research Group, one of the research groups residing in AHS
REV – Ron Eydt Village, the student residence located on the northwest end of the main campus. It is sometimes referred to as Village 2
RIM – Research In Motion, the local company responsible for creating the BlackBerry with major ties to UW
RLS – Recreation and Leisure Studies, another program within AHS
TA – Teaching Assistant
UW – University of Waterloo
UW-ACE – UW Angel Course Environment, the online program where instructors can post course material and communicate with students
WIHIR – Waterloo Institute for Health Informatics Research
WPIRG – Waterloo Public Interest Research Group

Adapted from UW Communications and Public Affairs (July 2008) Retrieved on November 24, 2008 from:
<http://communications.uwaterloo.ca/documents/Acronyms.doc>.

Other Helpful Resources

Other HSG Faculty Members

The faculty members in the department are always willing to assist new faculty members or sessionals with adjusting to working at UW. In the past, many have offered to act as mentors and have encouraged their new colleagues to participate in informal social gatherings. From immigration concerns to research grants, someone has helpful advice from when they were experiencing the same issues. If you are teaching an undergraduate course and would appreciate some assistance with course preparation and management, the Associate Chair for Undergraduate Studies is a fantastic resource who is available to supply feedback on course syllabi, provide suggestions for managing problem students, or to offer insight into unique situations that may arise. All you have to do is ask!

Centre for Teaching Excellence (CTE)

For more information on resources available to help you with teaching and learning from the Centre for Teaching Excellence, please contact Katherine Lithgow (klithgow@uwaterloo.ca ext. 37076).

Programs for Faculty http://cte.uwaterloo.ca/faculty_programs/index.html.

Many of the new faculty members take advantage of the informal mentoring program and the luncheons for new faculty members.

Templates to help with course planning and learning outcomes
<http://ocav.uwaterloo.ca/learning-outcomes-discipline-e/>

Each term, the Centre for Teaching Excellence offers workshops on a variety of topics pertaining to teaching and learning. The sessions are typically interactive and hands-on. Workshops run for as little as an hour and a half and for as much as a few days. A complete roster of upcoming workshops can be found by clicking on the “Event Listings and Registration” menu item on the CTE homepage: <http://www.cte.uwaterloo.ca>.

Working at UW

Human Resources <http://www.hr.uwaterloo.ca/>

WatPort <http://www.watport.uwaterloo.ca/>

Assists with immigration issues, adjusting in the Kitchener-Waterloo community, finding your way around UW, providing resources for your family members, and much more!
There are many events providing new faculty members the chance to meet other members new to the UW community.

Faculty Association <http://www.fauw.uwaterloo.ca/>

Academic Integrity

Encouraging Academic Integrity in Your Courses

http://cte.uwaterloo.ca/teaching_resources/teaching_tips/tips_challenges/encouraging_academic_integrity.pdf

Office of Academic Integrity: Academic Integrity for Faculty

<http://www.uwaterloo.ca/academicintegrity/Faculty/index.html>

Academic Integrity Tutorial for Students (with scenarios)

<http://www.lib.uwaterloo.ca/ait/values.html>

Contacts

Administrative Coordinator for AHS, Undergraduate studies: [Pamela Hurvid](#)
Administrative Coordinator for HSG, Undergraduate studies: [Nancy Poole](#)
AHS CTE Faculty Liaison: [Katherine Lithgow](#)
AHS Administrative Assistant/Executive Secretary to the Dean: [Julie Cassaubon](#)
AHS Associate Dean, Graduate studies: [Dr. Richard Hughson](#)
AHS Associate Dean, Undergraduate studies: [Dr. Ron McCarville](#)
AHS Dean: [Dr. Susan Elliott](#)
AHS Dean's Office Receptionist: [Dawn Cheng](#)
AHS Scheduling Coordinator: [Sue Fraser](#)
AHS Student Services Coordinator: [Katie Schulz](#)
HSG Administrative Assistant: TBA
HSG Associate Chair, Graduate studies: [Dr. Jose Arocha](#)
HSG Associate Chair, Undergraduate studies: [Dr. Linda Jessup](#)
HSG Department Chair: [Dr. Paul McDonald](#)
HSG IT Representative: [Brent Clerk](#)
MPH Program Coordinator: [Leanne Smith](#)
MPH Program Leader: [Dr. John Garcia](#)
OPD Administrative Assistant: [Ruth Hanna](#)
UW-ACE Administrator: [Jan Willwerth](#)

Appendix A

*These statements **must** be included in every course syllabi.*

Academic Integrity: To create and promote a culture of academic integrity, the behaviour of all members of the University of Waterloo is based on honesty, trust, fairness, respect and responsibility.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read *Policy 70 - Student Petitions and Grievances*, Section 4,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under *Policy 71 – Student Discipline*. For information on categories of offenses and types of penalties, students should refer to *Policy 71 - Student Discipline*,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

Appeals: A student may appeal the finding and/or penalty in a decision made under *Policy 70 - Student Petitions and Grievances* (other than regarding a petition) or *Policy 71 - Student Discipline* if a ground for an appeal can be established. Read *Policy 72 - Student Appeals*,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.