Tip Sheet – Course Outlines

1. All graduate courses must equate to a minimum of 12 weeks of 2 hours contact time. Courses may be offered in different formats, but must be equivalent to this SGS standard.

2. All course outlines must, at a minimum, include information on the following:

   - Course objectives

   - Course pedagogy (seminars, lectures, etc)

   - Course policy on attendance (Some programs have a program policy on attendance)

   - Course resources (text, readings)

   - The method(s) by which student performance will be evaluated. This information needs to describe the method(s) (essays, tests, examinations, seminar presentations, etc), the relative weight of these method(s) in relation to the overall grade and the timing of each major evaluation.

   - Information about the expectations of each evaluation method. Where "class participation" is weighted more than 15% of overall course grade, a schemata indicating how, and by whom, participation will be assessed must be included.

   - Any penalties for late completion of and/or failure to complete work

3. There can be no changes to a course outline, including the method(s) of evaluation, their relative weight and/or course penalties, without the consent of at least a simple majority of the students enrolled in the course. Any changes must be reported to the Program Director.

4. Instructors may wish to include information on, or links to, policies on plagiarism (www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize), accessibility services (http://www.accessibility.utoronto.ca) and the Student Code of Conduct (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Tip Sheet – Course Work and Feedback

1. Students should receive feedback on material that corresponds to at least 10% of the total grade prior to the course drop date. The drop date is set by the School of Graduate Studies but is usually about 8 weeks into a course.

2. Students should receive feedback on all submitted material (including final assignments/exams) in a timely fashion. Timely is a subjective term but should allow for students to benefit from feedback for further assignments.

3. Return of final assignments/exams is at the instructor's discretion. Commentary, appropriate in the instructor's judgement, on final examinations and time for discussion of it shall be made available to students at their request.

4. All course work must be in compliance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Course work that involves collecting information from human subjects must be approved by the REB prior to being initiated. Additional information can be found at: (http://www.research.utoronto.ca/wp-content/uploads/2009/03/ERO_Guidelines_Manual-2007.pdf)

5. The University of Toronto is committed to facilitating the inclusion of students with disabilities into all aspects of University life. Accessibility Services provide supports to students with a **documented** disability. The disability can be physical, sensory, a learning disability or a mental health disorder. It is the responsibility of the student to initiate a request for services (i.e. alternative examination arrangements, adaptive equipment) and present their instructor with the **Student Health or Disability Related Certificate** prior to accommodations being arranged. If a faculty member feels a student may benefit from support from Accessibility Services, they should contact the Graduate Coordinator. Additional information about Accessibility Services can be found at: (http://www.accessibility.utoronto.ca).

Tip Sheet - Grading

1. Most courses taken for graduate credit are assigned a LETTER grade according to the following scale: A+, A, A- (Excellent); B+, B, B- (Good) (There are a few CR/NCR courses but these are largely practicum and the comprehensive courses. SGS does not encourage CR/NCR courses).

2. Anything less than a B- is recorded as a FAIL. More than one FAIL on a student's transcript is grounds for program termination.

3. Extreme grades (A+ and B-) should be used sparingly. An A+ grade indicates that the work was near perfect; B- is a signal that the work was barely acceptable at a graduate level. Students receiving more than one B- in their course work are flagged as being "at risk". Students who do not maintain a B+/A- overall average can be asked to leave the program.

4. Students often calculate percentages according to the following conversion scale (e.g. 85-89=A, 90% plus = A+) in order to predict their final grade. If an instructor chooses to give number or percentage grades for individual assignments, they should ensure that the overall number grade corresponds with the final letter grade they assign.

5. Grades are a measure of the performance of a student in individual courses. Each student is judged on the basis of how well he or she has command of the course materials. Students MUST NOT be assessed in relation to each other.

6. If a student has not completed all course requirements by the deadline outlined on the course outline, and no extension has been approved, they will have a grade of FZ (FAIL) recorded permanently on their transcript.

7. The SGS has established strict deadlines for submitting grades. These are available in the SGS Calendar and the Department will remind faculty of these deadlines each term. It is important for faculty to respond by these deadlines to avoid their students being penalized.

8. Course extensions beyond the SGS deadline cannot be negotiated individually with students. If a student is unable to complete the required work within this timeframe, they need to apply (with the course instructor's signature) for an extension. Such extensions have to be approved by the Graduate Coordinator and the SGS.

9. All unclaimed or unreturned student work, including final examinations, must be retained for one full year, after which period they should be properly destroyed.

10. Full information on the University of Toronto Graduate Grading Policies can be found at http://www.sgs.utoronto.ca/governance/policies.htm.

Tip Sheet – Priority for Admission into Courses

Priority for admission into Degree Program courses varies by Program. In all cases, access to courses is controlled through the Graduate Office. Individual requests to faculty members for course admission should be referred to the appropriate Program Assistant

MHSc

With the exception of HAD 5010, courses are limited to students enrolled in the MHSc program. There are very few exceptions to this rule. Admission to HAD 5010 is subject to the approval of the Graduate Office, the MHSc program director and the HAD 5010 course director.

MHI

Courses are limited to students enrolled in the MHI program and/or the iSchool. Any exceptions to this rule are subject to the approval of the Graduate Office, the MHI program director and course instructor.

MSc/PhD – Clinical Epidemiology and Health Care Research (CEHCR) concentration

Many courses are limited to students enrolled in CEHCR concentration. For those courses with additional room, spots are offered in the following priority:

1. Students enrolled in MSc/PhD, HSR concentration

2. Students enrolled in priority MSc/PhD degree programs

3. Students enrolled in relevant MSc/PhD programs

4. Audit/visiting students, with permission of the course director

MSc/PhD – Health Services Research (HSR) concentration

Many courses are limited to students enrolled in the HSR concentration. For those courses with additional room, spots are offered in the following priority:

1. Students enrolled in MSc/PhD CEHCR or MSc HTAM

2. Students enrolled in priority MSc/PhD degree programs

3. Students enrolled in relevant MSc/PhD degree programs

4. Audit/visiting students, with permission of the course director

MSc – Health Technology Assessment and Management (HTA&M) concentration

Courses are limited to students enrolled in the MSc – HTA&M concentration

MSc – Quality Improvement and Patient Safety (QIPS) concentration

Courses are limited to students enrolled in the MSc – QIPS concentration. Space permitting, students from other concentrations may enroll, after obtaining permission from the Instructor.

Tip Sheet – Selecting Course Material and Copyright

1. Books/texts and related course material selected for a course should be used in the course. If a book or related material is being suggested as a reference, this should be clearly identified in the course outline.

2. Books/texts and related course material must be ordered approximately one term (4 months) prior to a course being offered. Orders can be placed by contacting the bookstore directly or providing the title, author, publisher and edition to the appropriate program assistant who will place the order with the bookstore.

3. Course Packs are a collection of articles that instructors may also wish to provide their students with. Instructors should allow approximately 6 weeks (before the course package is to be sold) for a course pack to be prepared (with appropriate copyright approvals). Course packs can be requested by providing the articles to the appropriate program assistant, who will place the order with an external vendor. These course packs are sold directly to the students by the external vendor, and students are notified in advance when the packages will be sold and the cost of each package.

4. The University of Toronto Libraries' LibGuide contains information on Scholarly Communication, including copyright. The University of Toronto has an agreement with Access Copyright allowing reproduction of copyright-protected materials in both print and digital formats.

5. Articles and texts which can be retrieved electronically through the University of Toronto library system can be linked to a course's Blackboard site. Instructors who wish to use this feature should allow approximately 6 weeks for the appropriate links to be made. Links can be requested by sending a reading list with complete bibliographic citations to the appropriate program assistant. Also, see Blackboard: incorporating library resources into your course web pages.

Tip Sheet – Supervisors & Students

Supervisors

1. As supervisor, your responsibility is to provide guidance and support to your students throughout their program. This includes meeting with them regularly, assisting in the selection of their course of study and their thesis/dissertation topic. Supervisors should also mentor their student which includes encouraging presentation at conferences and publishing in referred academic journals.

2. Supervisors must commit to meet with their student and the Program Director at the start of the student's program and then on a regular basis, as negotiated between the student and the supervisor (but at least yearly). The frequency of contact will vary depending on where the student is in their program and the needs/wishes of the student-faculty partnership.

3. Supervisors must commit to providing timely feedback on materials submitted for review. Students and faculty need to agree on an appropriate time frame. A normal turnaround time has been defined by the SGS as 2 weeks.

4. Supervisors, with the Program Director, need to ensure that there is a supervisory plan in place for their students during any sabbaticals and/or leaves of absence.

Students

1. As student, your responsibility is to focus on your studies and complete all program requirements as outlined in your course of study. This includes meeting with your supervisor on a regular basis and completing the various IHPME student related forms (GradSIS, annual report, thesis committee meeting reports, proposal defence forms)

2. Students should ensure that they stay in regular contact with their supervisor and that the supervisor is aware of any events or difficulties that might impact degree completion. Supervisors should be able to connect with their students (through email, telephone, or other) throughout the degree program.

3. Students must commit to observe the agreed upon timeframes for the submission of their work to their supervisors. Students must also commit to allowing their supervisor sufficient time for review of submitted material.

All Students and Supervisors are encouraged to read the following for additional guidance: http://www.sgs.utoronto.ca/informationfor/students/track/superv.htm.

Tip Sheet – Teaching Assistants and Tutors

1. IHPME has very few TA positions (within the University, TA positions are tied to Undergraduate teaching. IHPME has no undergraduate programs)

2. A few courses do employ TAs. Students hired into these positions are members of CUPE, Local 3902 and are subject to the terms and conditions of a Collective Agreement. Details are available at: http://www.hrandequity.utoronto.ca/current-staff/unionized.htm.

3. Some key points from the Collective Agreement include:

   - All positions must be posted and there must be a competitive search process prior to selecting a TA

   - Qualified graduate students have preference over undergrads, post-docs and non University of Toronto people

   - Doctoral students are guaranteed 4 years of continuous employment; Masters students in their 3rd or greater year of the program are guaranteed 2 years of continuous employment.

   - There must be a written job description which describes duties and allocation of hours

   - The job description must be signed by the TA; however, on signing, the TA is only acknowledging that they have seen the job description and reviewed it. There is a process to deal with situations of overwork (Workload Review Form) – working more hours than what is in the written job description.

   - When initially hired, Departments must provide paid training (a TA Training Program exists that TAs can be referred to)

4. TAs are entitled to a leave of absence of up to 17 weeks. There is no minimum time they have to have worked prior to taking this leave.

5. **ALL** individuals, other than the instructor, involved with teaching must be hired through the Collective Agreement. The ONLY exceptions are the following: Members of Professions; Status Only Persons; and Persons Whose Primary Work Interests is Outside the University. These individuals may work as **Tutors**. Within IHPME, tutors are normally not paid for their participation in course work.

6. Tutors who are involved with student grading must have a School of Graduate Studies appointment. Such appointments are limited to teaching responsibilities and are organized through the Director, IHPME.