Undergraduate Teaching Resource Manual for SPHHS Faculty

UNIVERSITY OF WATERLOO

School of Public Health and Health Systems
# Table of Contents

Table of Contents ................................................................. 1  
Instructor Checklist .................................................................. 2  
Class Scheduling ..................................................................... 3  
Office Hours .......................................................................... 3  
Course Materials ..................................................................... 3  
  Ordering Textbooks and Clickers ........................................... 3  
  Photocopy/Fax ..................................................................... 4  
  Audio Visual (AV) Materials .................................................. 4  
  Mail/Courier Services ........................................................... 5  
  Miscellaneous Office Supplies .............................................. 5  
Course Outlines ...................................................................... 6  
  Creating a Course Outline ..................................................... 6  
  Resources Available for Creating a Course Outline ............... 6  
Teaching Assistants (TAs) .......................................................... 7  
  Number ............................................................................... 7  
  Selection ............................................................................ 8  
  Responsibilities ................................................................... 8  
Instructor/Student Computer Programs ........................................ 8  
  Waterloo’s Online Learning Management System ................. 8  
  Quest (www.quest.uwaterloo.ca) ........................................... 10  
Examinations ........................................................................... 11  
  Midterms ........................................................................... 11  
  Final Examination Study Days ............................................. 11  
  Final Examinations ............................................................... 11  
  Office for Persons with Disabilities ....................................... 12  
  Missed Examinations ............................................................ 12  
  No Final Examination .......................................................... 13  
Grades ..................................................................................... 14  
Course Evaluations ................................................................. 14  
Other Helpful Information .......................................................... 15  
  Cancelling a Class ............................................................... 15  
  Course Override Forms ......................................................... 15  
  Three most common error Course Overrides messages .......... 16  
  Letter of Permission Courses .............................................. 17  
  Word of Mouth ................................................................... 17  
  The Number 9 .................................................................... 17  
  Undergraduate Thesis ......................................................... 17
Instructor Checklist

**Before the term:**

- Order textbook(s) or course readings packet.
- Setup LEARN website if necessary.
- Confirm class schedule online or with Administrative Assistant.
- Prepare course outline. Associate Director Undergraduate Studies will review the outline at your request. Be sure to note important dates and any religious observances for the term.
- Submit an electronic copy of the course outline to the Undergraduate Administrative Coordinator.
- Meet with assigned Teaching Assistant(s) (if applicable) to discuss their duties.
- Pick up keys for classroom/audio visual resources/office space as appropriate.
- Obtain class list from Quest.

**During the term:**

- Note any students requiring exam accommodations with the Office for Persons with Disabilities.
- Return final exam scheduling information to the Administrative Coordinator for AHS Undergraduate Studies.
- Arrange for course evaluations when contacted by the Administrative Coordinator for AHS Undergraduate Studies.
- Submit final grades on Quest (see Undergraduate Administrative Coordinator for assistance).
- Submit a copy of the final grades breakdown to the Undergraduate Administrative Coordinator along with any exams/papers/course materials to be stored for the required one-year period before shredding.
NOTE: This handbook supplements any documentation provided to new faculty members and/or individuals undertaking temporary teaching appointments upon arrival at UW. This guide focuses on teaching at the University of Waterloo and includes information specific to the School of Public Health and Health Systems.

If you would like more assistance with research-related subjects, please contact the Director of the School.

Class Scheduling

Classes are normally held for periods of 50 minutes (M/W/F), one hour and twenty minutes (T/Th) or two hours and 50 minutes (afternoon or evening blocks). A 10 minute break is appropriate during the latter class period.

Office Hours

A minimum of one hour/week and usually three hours/week should be available for students to have the opportunity to meet with the instructor outside of class time. An office space within the department will be made available to you for this purpose.

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 School of Public Health and Health Systems (SPHHS). 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 Undergraduate Coordinator for SPHHS is the bookstore liaison for the school. Faculty members are encouraged to submit their own adoptions to the UW Bookstore by visiting their website.

If requested, the Undergraduate Coordinator for SPHHS 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 Undergraduate Coordinator for SPHHS 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 number of new copies the bookstore should supply since UW has a popular used bookstore. It is always better to slightly underestimate the number 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](http://av.uwaterloo.ca/support/clickers.html)

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

- Best practices information (UW Net Savvy site): [http://cte.uwaterloo.ca/teaching_with_technology/netsavvy/clickers.html](http://cte.uwaterloo.ca/teaching_with_technology/netsavvy/clickers.html)

**Photocopy/Fax**

SPHHS photocopiers are located in BMH 2307 and BMH 1039. These machines are shared by graduate students, staff, and faculty members. Backup paper is kept beside the photocopier. Transparency paper (for overheads) is also kept beside the photocopier. If there is no backup paper available you can request it from any SPHHS staff member. Larger print jobs (over 100 pages) should be sent to a UW printing facility. Please contact the SPHHS Administrative Assistant or the Undergraduate Coordinator for SPHHS to arrange for large print jobs.

The fax machine is near the photocopier in BMH 2307. The fax number is +1.519.746.2510. You need to record your outgoing fax on the log sheet near the machine.

**Audio Visual (AV) Materials**

Many rooms at UW are now equipped with pc computers and data projectors. These rooms are known as “e-rooms”. E-rooms also have VHS/DVD players available. If the room is not an e-room you can request laptops and data projectors through the Administrative Assistant. 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 Administrative Assistant 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 MC 1052 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 to MC 1052 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 MC 1052.

**Mail/Courier Services**

All faculty members have a mailbox in the SPHHS mailroom (BMH 2307). If you do not yet have one you can make a request through the Administrative Assistant. 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 SPHHS Administrative Assistant or the Undergraduate Coordinator for SPHHS to fill out an online shipping order. Indicate whether the cost should be paid from the School account or from a research account.

**Miscellaneous Office Supplies**

The School 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. You can note these on the form located on the wall near the supplied file cabinet in BMH 2307. Orders are placed through the SPHHS Administrative Assistant or the Undergraduate Coordinator for SPHHS.

---

**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 the “Common Acronyms” index at the back of this handbook.
Course Outlines

Creating a Course Outline

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

Following approval at Senate, all undergraduate courses require a course outline that must include certain basic elements:

A course outline provides information on course requirements, required and recommended resources, as well as course practices and institutional policies to which the student must adhere. Your course outline should 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.

A sample course outline is available for review:

UW Examination and Course Assignment Regulations are posted on the Registrar’s Office website. They include sections on term assignments and midterms, and on accommodation due to illness. At a minimum, your course outline should include a link to University Policies regarding Academic Integrity, Grievance and Discipline. And the University regulations regarding examinations and course assignments. These are posted on the Registrar’s Office website: http://www.registrar.uwaterloo.ca/exams/ExamRegs.html. In addition, you may add exam and assignment practices specific to your course. Remember that any course practice with respect to rights and responsibilities or missed assignments/midterms, must be consistent with UW policy:
http://www.registrar.uwaterloo.ca/exams/ExamRegs.html

You will be responsible to verify that your course outline contains the required elements and statements. When your course outline is complete please send a copy to the Undergraduate Coordinator for SPHHS for printing (if applicable) and for the school’s records.

All undergraduate course outlines must be distributed to students electronically or on paper by the end of the first week of classes.

Resources Available for Creating a Course Outline

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

Creating a Course Outline Tip Sheet
http://cte.uwaterloo.ca/teaching_resources/tips/creating_course_outlines.html
A Guide for Course Outlines

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 Centre for Teaching Excellence website contains useful information related to teaching and learning including teaching tips and events for instructors.

Book available in CTE library:
O'Brien, Judith Grunert. The course syllabus: a learning-centered approach. Anker, c1997. There's a 2008 edition which is only available through Trellis (WLU has one copy).

Note:

The course outline is considered to be a contract between the instructor and the students. Once the outline 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 course outline, 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 School 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 school for an extra TA. Please note that generally no more than two TAs are assigned to a course with the exception of very large classes.

Requests for extra TAs can be directed to the SPHHS Director or to the SPHHS Administrative Assistant.
Selection
The instructor may suggest a TA if s/he knows a student who would be suitable for the position. However, the school 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 school to hire another assistant or marker (see above).

Once the TA has been selected he or she will sign an agreement with the school. The school 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 duties are expected. The TA should sign the agreement to show that he or she is aware of his or her 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 his or her responsibilities the instructor must notify the School Director and SPHHS Administrative Assistant as soon as there are concerns. The school will schedule a meeting with the teaching assistant to discuss the inconsistencies and to provide a fair chance for improvement. The instructor is obliged to inform the school of any issues with the TA.

Instructor/Student Computer Programs

When you meet with your Human Resources representative you will be given a WatIAM account and a NEXUS account. There will be a single user ID and password for both accounts. Your user ID and password will give you access to all Waterloo resources such as Quest and UW-ACE. They will also allow you to log onto any computer on campus. Your email will be youruserID@uwaterloo.ca.

Contact Zara Rafferty (zeraffer@uwaterloo.ca) once you have your UWdir for an overview of the learning management system.

Waterloo’s Online Learning Management System
What is a Learning Management System (LMS) and Why Would I Want to Use it?

Waterloo LEARN (also known as D2L or Desire2Learn) is the acronym used for the University of Waterloo’s current Learning Management System (LMS). LEARN provides a core set of functions making it possible to carry out course activities online.
The online learning management system includes 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.

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.

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 biases. Instructors and teaching assistants can monitor the online discussions, providing guidance and feedback as necessary.

Grades can be provided to students in a secure manner online. Instructors now have the option of using Turnitin, a plagiarism detection software service available through the LMS. Visit the academic integrity website for more information:

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

For information on how you can use Turnitin to help students understand academic integrity in written assignments
http://cte.uwaterloo.ca/teaching_resources/tips/using_turnitin_in_your_courses.html

Further information regarding the use of Turnitin is available
http://ist.uwaterloo.ca/cs/Turnitin/

**Helping You Use Your Learning Management System Effectively**

Zara Rafferty – Liaison: Integrative Learning and Applied Health Sciences Centre for Teaching Excellence (zeraffer@uwaterloo.ca ext. 37076)

Zara’s role 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 LMS features.

The Centre for Teaching Excellence (CTE) hosts the Instructor Users’ Group in April and December. This event shows instructors innovative ways that other faculty members are using the LMS on campus. Three instructors will present activities that they have created for their students in the LMS. 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](http://www.cte.uwaterloo.ca) for dates.

**Note:**

Students who have not paid/arranged their fees will lose access to the online environment halfway through the term. Student Accounts makes repeated attempts to contact the student about non-payment status prior to restricting LEARN access. If a student approaches you complaining that s/he cannot access the online component of your course, you should direct them to Student Accounts. If the student's account is in order s/he will be directed to technical support. Instructors are advised not to give special consideration to students who miss deadlines because they do not have access to the online course component 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](http://www.quest.uwaterloo.ca/help/howdoi/index.html)

**Instructions for submitting Final Grades to the Registrar's Office (Quest) from the Learning Management System Gradebook**

Prior to setting up your gradebook, please contact Zara Rafferty (zeraffer@uwaterloo.ca) to ensure that your marks are being calculated the way you intend them to be.

Once you are satisfied that all the grades for the course grade items within your gradebook have been entered, you may begin the process of preparing the Final Adjusted Grades for uploading to Quest. Instructions for doing so are available here: [Instructions for Submitting Grades to QUEST from Waterloo LEARN](http://www.quest.uwaterloo.ca/help/howdoi/index.html)

Note: Only instructors may submit marks to Quest unless otherwise arranged through the Registrar's Office.
Examinations

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 before the beginning of the term to book one. Graduate students are usually used as proctors. The Undergraduate Coordinator for SPHHS will assist with finding extra proctors if required for midterm and final examinations. Typically one proctor is needed for every fifty students writing the exam. However, a minimum of 2 proctors are required for all examinations.

• Printing
  Midterms should be sent for printing at least 48 hours prior to the midterm date. Generally SPHHS uses the Media.doc for printing services (located in the Math and Computer (MC) building). Electronic copies of midterms should be submitted to the Undergraduate Coordinator for SPHHS for printing. Be sure to do a quick count of your midterms when you get them to be sure the correct number was printed!

Final Exam 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 Administrative Coordinator for AHS, 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 the 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 school 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.

If you are teaching a large course some students will inevitably miss your final exam. View the case example (page 18) 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 Undergraduate Coordinator for SPHHS. Once you have filled it out you should give one copy to the Undergraduate Coordinator for SPHHS and send the original to the Registrar's Office for processing.

**Office for Persons with Disabilities**

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.

You will receive an explanatory letter from the OPD. Students must 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 s/he misses 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 doctors fill out a Verification of Illness Form provided by Health Services.
If you are considering accommodating a missed exam or paper, consult the following UW practices for normal accommodations:
http://www.registrar.uwaterloo.ca/exams/ExamRegs.html

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. If you wish to make your assignment due during the final examination period consult with the Associate Director, Undergraduate Studies.

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 SPHHS Director and the AHS Undergraduate Associate Dean.

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 SPHHS exams are stored in the school 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, paper clips, elastic bands, CD’s or diskettes. Leaving such items in the bottom of the boxes creates a safety risk and can also destroy the shredding machine.
Grades

Final course grades should be submitted to Quest by 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. With the exception of uploading your grades to QUEST, you cannot post final examination grades or their equivalent until after the final examination period has ended.

At the end of the term you must download a .csv file of the class roster in QUEST. 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 Submitting Grades to QUEST from Waterloo LEARN

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 during class time in the final two weeks of the term. 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 Coordinator for SPHHS 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 Administrative Coordinator for AHS in the Dean’s Office. The Undergraduate Coordinator for SPHHS will inform you when the student has returned the evaluations.

- **Faculty Office administered:**
  This option is available for non-tenured faculty members, overload, or instructors teaching large courses. The Administrative Coordinator for AHS 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 Undergraduate Coordinator for SPHHS.

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

Cancelling a Class
Advance notice to cancel a class should be given whenever possible. If the absence is due to illness or a conflicting commitment, you may arrange with your Teaching Assistant to cover the class if this is suitable. If the cancellation is last-minute, please notify the Undergraduate Coordinator for SPHHS so that a notice can be posted on the classroom door.

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 school 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). View the case example (page 17). Remember that your total enrolment (plus yourself and TAs) cannot exceed the room limit set by the fire marshal.

If a student brings you a course override form because s/he does 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 s/he is responsible for filling in any gaps in their learning. Some require that the student sign an acknowledgment that s/he does not have the course prerequisites and is responsible for the outcome. You may also remind the student of the drop deadlines so that s/he can drop the course should it prove too difficult.
Three most common error Course Overrides messages

1. **You do not meet the Reserve Requirements for this course**
   This error message means that a portion of a class enrolment capacity is reserved for a particular group of students and the remaining “unreserved” seats have already been filled. An instructor needs to check off “Override Class Limit” on the course override form to allow a student into this class. Please note that the only way to override a reserve cap is by overriding the class limit. If you do not wish to have the class limit overridden but want to grant permission for open seats please indicate this on the notes section and we will look up the class limit for the course. If there is no note, we will automatically override the class limit. Please keep track of your overall class size to prevent over-enrolment.

2. **Time Conflicts**
   This message means that the time for at least two of the student's classes overlap. Instructors must select “Override Time Conflicts” on the Course Override form or give the student an override number. An instructor approving this type of override has accepted the student’s request to enrol in a class, despite the fact that the student may not be able to attend all of the class contact hours. The instructor has also advised the student as to the student’s responsibilities for material covered in any sections that the student does not attend. Please note, sometimes a test slot for midterms is held at the same time for a course and even though these test slots are only for one day, it will still create the conflict error and will need an override.

3. **Class Full**
   This message means that there is no more room in the class; however, the instructor has the authority to allow extra students in their class by selecting “Override Class Limit” on the course override form. An instructor approving this is prepared to teach the extra student and deal with any extra load in the lab or tutorial components. It is also an indication that the instructor is comfortable with the number of students in the classroom.

Please ensure that all appropriate boxes have been filled in on all course override forms.

If there are any questions or concerns about course override processing, please do not hesitate to consult your Registrar’s Office contact for clarity.
Letter of Permission Courses

Students who wish to take a course at a university other than the 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 the 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 universities approve their Letters 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 s/he will have access to Quest to enroll in the selected course(s). 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 more information about what is expected of a student completing their thesis, contact the Undergraduate Administrative Coordinator.
Case Studies

1. **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 had no 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 policy and any unique 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 SPHHS student you should let the advisors know of this situation.

2. **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 academic units 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 academic units. 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 Undergraduate Administrative Coordinator to start a waiting list. Inform the students 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.

3. **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 he is still entitled to write the exam. However, you should take away the exam materials he was using to cheat with and provide him 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 of cheating. If the student is an SPHHS 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 SPHHS you can let the student’s academic unit know that although you have no proof, you suspect cheating and let them know to watch for it.

4. **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 her grandmother has passed away and the funeral is the day of the final exam. She asks if she can write the exam at another time so that she 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 with which you are comfortable. 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). 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 she has not completed the course but has 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 record a zero on the exam and as the final mark, as s/he has not even earned 32%. It is possible that the student erroneously thought s/he had dropped the course. If this is the case the student should take the initiative to speak with an academic advisor about submitting a petition to receive a WD after the drop deadline.

5. **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 LEARN 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 that T.A. and the school’s administrative assistant to discuss options. If you don’t notice a problem until later in the term you can mention it to the SPHHS Administrative Assistant once the course is finished so that the student can be reminded of the TA responsibilities before being hired again.

**Other Helpful Resources**

**Other SPHHS Faculty Members**
Faculty members in the School are always willing to assist new faculty members or adjunct lecturers 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 Director for Undergraduate Studies 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!
## Common Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS</td>
<td>Applied Health Sciences, the faculty consisting of three programs (SPHHS, RLS, and KIN)</td>
</tr>
<tr>
<td>AHSUM</td>
<td>Applied Health Sciences Undergraduate Members</td>
</tr>
<tr>
<td>BMH</td>
<td>B.C. Matthews Hall, home to Applied Health Sciences</td>
</tr>
<tr>
<td>CECS</td>
<td>Co-operative Education &amp; Career Services</td>
</tr>
<tr>
<td>CHIP</td>
<td>Computing Help and Information Place, processes scantron cards</td>
</tr>
<tr>
<td>CTE</td>
<td>Centre for Teaching Excellence, assists instructors with new ideas for teaching courses</td>
</tr>
<tr>
<td>ELPE</td>
<td>English Language Proficiency Exam, a one-hour exam required for all first year AHS students</td>
</tr>
<tr>
<td>FAUW</td>
<td>UW Faculty Association</td>
</tr>
<tr>
<td>Feds</td>
<td>Federation of Students</td>
</tr>
<tr>
<td>FOC</td>
<td>Federation Orientation Committee, organizes orientation week</td>
</tr>
<tr>
<td>HSG</td>
<td>Health Studies and Gerontology (our former designation)</td>
</tr>
<tr>
<td>IST</td>
<td>Information Systems and Technology, assists with staff, faculty, and student training</td>
</tr>
<tr>
<td>KIN</td>
<td>Kinesiology, one of the other departments within AHS</td>
</tr>
<tr>
<td>LEARN</td>
<td>Online learning environment where instructors can post course material and communicate with students</td>
</tr>
<tr>
<td>LHI/LHS/LHN</td>
<td>Lyle Hallman Institute, a building on campus attached to BMH. LHS refers to Lyle Hallman South and LHN refers to Lyle Hallman North</td>
</tr>
<tr>
<td>OPD</td>
<td>Office for Persons with Disabilities, assists students with special needs (longer time to write exams, lighter course loads, note-takers, etc.)</td>
</tr>
<tr>
<td>PAC</td>
<td>Physical Activities Complex, the recreation facility in the middle of campus</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development, a series of courses designed to assist co-op students with work skills</td>
</tr>
<tr>
<td>REV</td>
<td>Ron Eydt Village, the student residence located on the northwest end of the main campus. It is sometimes referred to as Village 2</td>
</tr>
<tr>
<td>RIM</td>
<td>Research In Motion, the local company responsible for creating the BlackBerry with major ties to UW</td>
</tr>
<tr>
<td>RLS</td>
<td>Recreation and Leisure Studies, another department within AHS</td>
</tr>
<tr>
<td>SPHHS</td>
<td>School of Public Health and Health Systems</td>
</tr>
</tbody>
</table>
Centre for Teaching Excellence
For more information on resources available to help you with teaching and learning from
the Centre for Teaching Excellence, please contact Zara Rafferty (zeraffer@uwaterloo.ca
ext. 37076).

Programs for Faculty:  http://cte.uwaterloo.ca/faculty_programs/index.html.
Many 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://cte.uwaterloo.ca/teaching_resources/tips/course_design_planning_a_class.html

Each term, the CTE offers workshops on a variety of topics pertaining to teaching and
learning. These 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/tips/encouraging_academic_integrity.html

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: Catherine Archibald
Undergraduate Coordinator for SPHHS:
AHS CTE Faculty Liaison: Zara Rafferty
AHS Administrative Assistant/Executive Secretary to the Dean: Julie Cassaubon
AHS Associate Dean, Graduate (Acting): Dr. Rhona Hanning
AHS Associate Dean, Undergraduate studies: Dr. Ron McCarville
AHS Dean: Dr. Susan Elliott
AHS Dean’s Office Receptionist: Sarah Granger
AHS Scheduling Coordinator: Catherine Archibald
AHS Student Services Coordinator: Krista Mills
SPHHS Administrative Assistant: Carol West-Seebeck
SPHHS Associate Director, Graduate studies: Dr. Philip Bigelow
SPHHS Associate Director, Undergraduate studies (Acting): Dr. Glenn Ward
SPHHS Director: Dr. Paul McDonald
SPHHS IT Representative: Brent Clerk
MPH Program Coordinator: Michelle Fluit
MPH Program Leader: Dr. John Garcia
OPD Administrative Assistant: Ruth Huard
LEARN Administrator: Jan Willwerth