Faculty of Liberal Arts & Professional Studies

<u>Information Handbook</u> **<u>for</u>** **<u>Social Work Course Directors</u>**

School of Social Work
Fall/Winter 2018-19

YORK U
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Mission Statement: York University

The mission of York University is the pursuit, preservation and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structure of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multicultural. York University is part of Canada: we encourage bilingual study, we value tolerance and diversity. York University is open to the world: we explore global concerns.

A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Mission Statement: School of Social Work

The School of Social Work, York University is committed to social work education which develops practice strategies for human rights, social justice and thus affirms that personal experiences are embedded in social structures.

Through research, curriculum, and critical pedagogy the School will:

- Address oppression and subordination as experienced and mediated through class, gender, race, ethnicity, religion, sexual orientation, gender identity and expression, age, and ability;
- Develop a critical appreciation of the social construction of reality;
- Promote an understanding of how values and ideologies construct social problems, and how they construct responses;
- Prepare students to be critical practitioners and agents of change.

SCHOOL OF SOCIAL WORK ADMINISTRATION

CONTACT NUMBERS

Main Office: (416) 736-5226   Fax: (416) 650-3861

OFFICE HOURS OF OPERATION

The main office is open:

Fall/Winter:

For the first six weeks of each term
Monday to Thursday: 8:30am – 7:00pm
Friday: 8:30am – 4:30 pm
For the rest of the term
Monday & Wednesday: 8:30am – 7:00pm
Tuesday, Thursday & Friday: 8:30am –
4:30pm
During Exams: 8:30am – 4:30pm

Summer:

Monday, Thursday & Friday: 8:30am –
4:30pm
Tuesday & Wednesday: 8:30am – 7:00pm
Study Days/during Exams: 8:30am –
4:30pm
Fridays between June 1 and Labour Day:
8:30am – 3:30pm

Support Staff Contact Numbers

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INSTRUCTOR EXPECTATIONS FOR THE SCHOOL OF SOCIAL WORK

a) All course development and presentation must be guided by the School's Mission Statement. From time, to time courses will need to be revised in order to respond to new issues in society, and the inclusion of new research findings and academic publications.

b) Courses are presented as half (3.0) (36 contact hours) and full courses (6.0) (72 contact hours). All final exams of 3 hours are in addition to the contact hours of the course. All classes are scheduled for three hours. These include the first and last classes of the term.

c) Any changes to the scheduled timing must receive the unanimous consent of all students registered in the course, and all such changes must be reported to the Administrative Assistant at the School.

d) No course must be truncated, and all exams must be scheduled on the exam dates published in the official LA & PS calendar.

e) In case of a cancellation, due to unforeseen circumstances, the Social Work Office must be notified as soon as possible. The cancelled course will need to be rescheduled with the agreement of the students.

f) Adequate time should be allocated for a break during the three-hour lecture period.

g) In re-scheduling a class, please consult the Senate guidelines policy for religious holiday observance (appended to this handbook).

h) All faculty are required to inform the students of the available time and place for academic consultation. It is generally understood that these meetings will take place on the York campus at a mutually agreed upon time. Consultation may occur by email or by phone if the latter find a mutually agreed upon time to call and limit the discussion to essential details if after 9:00 pm.

SUPPORT STAFF SERVICES POLICY

The School of Social Work staff members are available to assist you with the administrative responsibilities associated with teaching and practicum. Please be aware that there are many demands placed on the support staff and providing ample advanced notice for any administrative requests is appreciated.

Resources and Services for Faculty

There is a wealth of information available online to assist faculty members with their academic, research and professional development needs. Check out the Faculty and Staff website at http://facultyandstaff.yorku.ca/, or the Teaching Commons website for the Course Director Handbook: http://teachingcommons.yorku.ca/for-cds/workshops-and-courses-for-cds/events-2/nfo/faculty-information-gateway/handbook-for-course-directors/

Course Information

Guideline for Course Outlines
- Refer to Appendix 1

The course outline should be made available to students at the first class, posted on line or included in your Course Kit (if using one).

This outline should follow the senate course outline format: http://teachingcommons.yorku.ca/wp-content/uploads/2015/01/Course-Syllabus.pdf. If you require assistance, please contact the graduate or undergraduate program staff at least three weeks before the beginning of your course.

- A copy will be requested by the staff to keep in the school files and archives.

- Course outlines may not be changed after a class begins unless there is 100% class approval.

When planning your course, please remember to consult the term important dates, as well as course drop deadlines. These are available on the Registrar's Office website: (http://registrar.yorku.ca/enrol/dates) and are also indicated in this handbook. It is important that, whenever possible, students have an opportunity to receive feedback on an assignment before the drop dates. The grading scheme and feedback policy are attached.

Points to consider for inclusion in your detailed course outline:

- ➢ What constitutes academic honesty – visit the website at:
  http://www.yorku.ca/secretariat/policies/document.php?document=69

- ➢ Withdrawal dates

- ➢ Grade distribution

- ➢ Your criteria for extensions on assignments (please see deferred standing agreement – Appendix 6)

- ➢ If a student wants his/her final paper (not exam) returned, they must visit the main office with photo identification or submit a self-addressed stamped envelope with their assignment. Please inform students that their final work must be retained by the Social Work office for a period of 6 weeks after the end of the course for reappraisal purposes

- ➢ York University grading scheme: http://www.yorku.ca/laps/students/grading.html

- ➢ University senate feedback policy: http://www.yorku.ca/secretariat/policies/document.php?document=86

eServices office, faculty of liberal arts & professional studies

The eServices Office in LA&PS provides course website support for your teaching. A course website allows for access and interaction out of the classroom. Please note that website usage is optional; however, having a course website presence for every LA&PS course allows for a common interface for easy navigation and accessibility to course information, handouts and materials. The course website template is based on Quickr Technology and is simple to learn.

Announcements, online handouts, course information, multi-media links and administrative information can be easily posted for your students. Broadcast announcements can be sent to class lists and class discussions can be activated. Instructors using other platforms such as Moodle, WebCT, Publisher and other instructor sites may add a simple re-route link at the site. For further information, please visit: http://www.yorku.ca/laps/eso/facultystaff/guidebook/websites.htm.

Please read below for details on: Computing Requirements, Instructions, Student Access, Help and Q/A's.

Course website computing requirements

A Passport York Account is required for secured access. For the detailed requirements visit: www.yorku.ca/laps/eso/students/quickrreqs.html

Course website access

Instructors choosing to use and populate their course websites can refer to the following UIT Moodle site for details.

http://moodle.info.yorku.ca/instructor_resources/

Student access

The course Web links will be available to students from the York Courses website page: https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm and from the LA&PS – Information for students – Course Listings page: http://www.yorku.ca/laps/courses/ . The links are available from the Course Schedule/Notes Additional Fees Section. The course website links are accessible via the Student Portal.

Once navigating to the course website, students will view a common welcome page noting the calendar description, the course outline, the Student Links page and any public folders (e.g. announcements), that you may wish to make available. *Students will require an active Passport York Account to login and view "secured folders". Secured access to the websites is activated on the first day of term (usually later in the day).*

As noted above, instructors can choose whether or not to use the websites. Please ensure to announce (at the first day of class) your usage plans.

Notes

Out of template applications: The Broadcast Announcements and Class List are activated approximately two weeks before the start of term; as we need to connect to the student registration listings.

Course Outline: The Course Outline is also an out of template application that is accessible only to program secretarial staff members at this time. Please contact your academic support staff for any course information you wish to have posted. If you would like to post your information yourself please contact esohelp@yorku.ca for access and training.

Cross-listed courses: The PRIMARY and SECONDARY sections of any cross-listed course will have one website identified by the PRIMARY section. Students enrolled in any of the sections will have access to the primary section.

NEED HELP / ASSISTANCE?

E-MAIL: esohelp@yorku.ca / PHONE: (416) 736-5831

Please contact us for the following as soon as possible:
- If you would like to provide your T.A. or marker/grader with reader or author access

- If you are assigned to teach a course but do not have access

- If you require access to your course websites from past terms

Course website Q & A's

What course information can be posted on the course website?
Folders can be created and populated with files for: Instructor syllabus, Course schedule, Instructor Information, Announcements, Exam Information, Assignments, Lecture Summaries, Presentation slides, Multimedia links, Lectures, Units, Weeks, Modules, Readings, Recommended links, Other Course materials and Unofficial grades. In addition, broadcast e-mails and discussions can be used to communicate to your students.

Who updates the course websites?
The course websites are normally updated by the instructors. In some cases, course co-coordinators and the staff may update them.

How do instructors get access to their course website?
The eServices office connects to the ARMs course information and auto pulls the instructor username to the corresponding course sections that they are assigned to teach. If you do not have access then please verify with your Administrative Assistant that you have been added to the ARM application for your particular course.

Can we continue using our current methods for course website support?
Yes of course, you may continue using Moodle, WebCT etc. all you need to do is post a redirection link to another website. Please e-mail esohelp@yorku.ca for your request.

Passport York Q & A's:

How do I attain a Passport York account?
All employees have a Passport York account.

- Effective August 18, 2016; New Employee instructions for setting up [Passport York and Central Email Account.](#)

If you don't yet have a yorku.ca email address, have your Administrative Assistant email accounts@yorku.ca to request an e-mail account on your behalf. The request must include your full name and your employee number.

For assistance with your Passport York Account visit:
http://staff.computing.yorku.ca/faculty-staff/passwords-passport-york-access/

Phone: (416) 736-5800 - Ext. 55800 (on-campus)

E-mail: accounts@yorku.ca

Course enrolment

Enrolment in all Social Work courses is carefully monitored and controlled. Students should be advised to continue monitoring the enrolment website. If your class is full and additional

students wish to register, please consult with the Undergraduate Program Assistant. The Registrar's Office will not manually enrol any students into Social Work courses unless there has already been approval from the School.

Emergency /Weather-related class cancellations

University closures are broadcasted on the York university homepage and weather status site (http://webapps.yorku.ca/weather). Status updates are available by calling the university's Weather Information Line at (416) 736-5600. A decision to declare a weather emergency shall normally be made by 5:30 a.m. for the suspension of daytime operations, and before 5:00 p.m. for the suspension of evening operations.

Classroom change requests

If the room assigned to your class is unsatisfactory, if you require a classroom on an additional day/evening, or need a meeting room, please contact your SOWK Program Secretary to arrange for a more suitable room. Please note that there is a space shortage throughout the University and it may be difficult to accommodate your request. Please try your best to notify the staff as early as possible.

Final examinations

Procedures
1. Please submit the exam to the Program Secretary for processing (copies, review, filing) at least one week prior to the exam date, and advise them if you will require exam booklets.

2. If you require exam booklets, please inform the office at least one week prior to your exam.

Grading

Grades Access Module (GAM) and Class lists
Grades are now input on the following website: www.sis.yorku.ca which uploads final grades directly onto the student record system. Class lists are also available through this website. The input window is typically a two to three-week period. **Registrarial expectation is that grades are due on the system ten business days after the last day of classes for courses with no formal exam (in the exam period). If there is a formal exam, grades are due five business days after the exam.**

For step-by-step instructions on how to use Grades on the Web and Class Lists, please see **appendix 2a**.

FALL term courses:	TBA	WINTER Term courses:	TBA
YEAR term courses:	TAB	SUMMER Term courses:	TBA

Graduate Grade Submission Deadlines

FALL term courses:	TBA	WINTER Term courses:	TBA
YEAR term courses:	TBA	SUMMER Term courses:	TBA

These dates are approximate dates. Deadlines will be emailed to you by your Program Assistant each term.

Grading scheme

The Senate Committee on Examinations and Academic Standards sets a common grading scheme for undergraduate courses. For the levels of achievement expected for specific letter grades and for their corresponding numeric weightings, please see **appendix 2**.

Early feedback policy

In order to provide early feedback to students, graded feedback worth at least 15% of a half-year course and 30% of a full-year course must be given to students prior to the final withdrawal date from a course without receiving a grade. See **appendix 3** for sessional dates.

Excel Grade books

The easiest way to calculate grades is to use the Excel Grade books. These grade books do all grade calculations automatically. You need only to enter the grade and course breakdown. The Faculty Support Centre will create the grade book for you. You can email them at faculty@yorku.ca. The grade book can be printed for submission with your grade report. It is a great deal easier than manual calculations.

Grade reappraisals

If students disagree with a final assignment mark, they are advised to meet with their instructor prior to contacting the main office. After meeting with the student to discuss the reasons for the mark, should the student sill remain dissatisfied, they have the option to approach the main office to request a grade reappraisal. They must fill out a grade reappraisal form available within our office. Please refer students to the university's grade reappraisal policy: http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy or our office for detailed information. Students cannot request to have participation reappraised but all printed work that they would like reviewed should be submitted to our office along with their form. The assignment will be reviewed by another member of faculty who can maintain the original grade or assign a new grade that is either higher or lower than the original.

Alternate Examinations

The School policy on alternate examinations is as follows:

Only students unable to write the regular in-class final exam are to be informed of the alternate exam date, as set by and with the discretion of the Course Director. Students unable to attend the alternate final exam are to be informed that they should petition for deferment through the Office of the Faculty Council, Ross N945, 416-650-8193.

No less than one week before the set date, you must provide the Program Secretary with a list of students writing the alternate exam. Students should not be asked to call the office to obtain the information of this alternate exam.

The school does not currently hire invigilators and instructors are expected to invigilate their own exams. Staff cannot invigilate exams. You may contact our Administrative Assistant for any exceptions.

Deferred Standing

Deferred Standing may be granted to undergraduate students who are unable to write their final examination at the scheduled time, or to submit their final assignment on the last day of classes. In order to apply for Deferred Standing, students must complete a Deferred Standing Agreement Form and reach an agreement directly with the Course Director for an alternate final examination date or for an extension to the deadline. The Deferred Standing Agreement Form facilitates the setting of an alternate date for writing a final examination or submitting a final assignment before the Faculty deadlines outlined in Table 1 (last page of Appendix 6). There is no provision for rewriting a final examination to improve a final grade.

Please Note: When students do not or cannot write a mid-term examination (not held during the formal examination period), alternate arrangements to write the mid-term examination should be made within the duration of the course by the Course Director and individual student, at the discretion of the Course Director. The Deferred Standing Agreement does not apply (see appendix 6).

Final Examination or Substitute for Final Examination (Essays)

If you plan to substitute a final exam/essay over 20% of the total grade of the course, the due date must be scheduled during the examination weeks. Course Directors are responsible for receiving the final exam/essay.

Social Work staff members cannot be responsible for receipt of final examinations or substitute for final examinations (i.e. essays). Course Director's must plan a date and time to meet with their class to receive the final examination or substitute for the final examination or the student must mail it back to the Course Director if he/she is not able to submit it in person.

Please organize your final papers and exams in alphabetical order by last name and submit them to the program staff for filing after you have submitted your final grades online.

Academic Honesty

See the Senate Policy on Academic Honesty at:
http://www.yorku.ca/univsec/policies/document.php?document=69

Academic Honesty – Process Overview

When academic honesty is suspected, the Course Director:

i. Retains the student's work and information and material (e.g. internet sources) that relate to the suspicion of academic dishonesty.

ii. Reports the suspicion to the Undergraduate Program Director or Graduate Program Director.

iii. For the purpose of clarifying the reason for retaining the student's work, the Course Director may let the student know that there is a concern about academic history. The Course Director can also say that the concern must be discussed in an exploratory meeting and that the student will be notified in writing about the meeting. Further discussion should take place in the meeting.

iv. Defers evaluation until the matter has been dealt with.

The Exploratory Meeting Process

The Undergraduate Program Director convenes an exploratory meeting to be attended by the student, the Course Director, the Undergraduate Program Director and a staff member.

The order of the meeting is as follows:

i. Introductions (student and Course Director may bring representatives)

ii. The Undergraduate Program Director explains the purpose of the meeting.

iii. The Undergraduate Program Director reviews the Senate Policy on academic honesty and makes sure the student understands the purpose of the meeting.

iv. The Course Director identifies the specific concerns regarding the student's work.

v. The student responds to the concern and the incident is discussed.

vi. The penalty for guilt is discussed.

Outcomes

If a breach of academic honesty has occurred:

i. The student may admit guilt and agree to the penalty. He/she signs a Joint Recommendation of Penalty. This is forwarded to the Dean's Office. The maximum penalty for a Joint Recommendation of Penalty is an "F" in the course.

ii. Other variations, such as the student does not admit guilt, does not agree with the penalty, does not show up for the meeting, or the penalty exceeds an "F" in the course go to the Dean's Office for a Panel Hearing.

Course Evaluation

Course evaluation forms will be used for three purposes: (1) Course and Program planning; (2) Tenure and Promotion (when applicable); and (3) Instructor feedback. Instructors will have the opportunity to review student feedback after course grades have been submitted and approved. The following is the approved procedure for administering course evaluations:

1. During the final two weeks of a course, distribute your course evaluation package, prepared by the support staff, to each student. If there is more than one instructor for a course, additional forms should be distributed.

2. Write the complete course code (eg: SOWK 1000 6.0, Section A) and instructor name(s) on the board for your students. **This is very important for the proper organization and data collection of the evaluations.**

3. Ask for a student volunteer who will be responsible for collecting the completed evaluations and seal them in the provided envelope. Instructors should exit the room for 5–10 mins to provide students the privacy to complete their form.

4. Once students have completed their evaluation, the instructor and student volunteer must sign the sealed envelope, and the student volunteer must return the package to our main office, S880 Ross Building. They can use the drop box located outside the elevators if our office is closed and it will be retrieved the next business day.

Course Textbooks

We urge all instructors to submit their orders for texts and desk copies to the appropriate Program Assistant with the following information: text title, author, publisher, publication date and ISBN. Instructors may also submit these orders themselves by contacting the York Bookstore and individual publisher(s).

Some publishers will supply desk (complimentary) copies or examination copies of textbooks ordered for courses (it is usually 1 copy per 20 students enrolled in a course).

Please note that the York University Bookstore provides the "Course Kit". Course kits must be used if you are planning to use photocopies of copyrighted materials for your course. For more information, please contact Patricia Lynch at the Bookstore at 416-736- 2100 ext. 40727 (pmlynch@yorku.ca).

Duplicating/Photocopying Course Material

The School uses Central Printing Services located in Central Square for mass quantities of printing. The turn-around time is approximately two working days. LA&PS has drastically

reduced its photocopying budget, and academic units receive a limited allotment of photocopies per year for the photocopier machines. Contract instructors are encouraged to produce course kits, especially if planning to use copyrighted material (from books or journals). Printing Services will not reproduce copyrighted material due to the copyright agreement the University has signed. Original materials (exams, quizzes, etc.) however, can be sent to Printing Services via your Program Assistant.

Audio Visual Equipment

All audio-visual equipment is booked through the School of Social Work. Please contact your Program Assistant at least two weeks in advance or no later than two days before to arrange technology through the Instructional Technology Centre (ITC). It is possible to place a standing order for regular use throughout the term.

Film/Video Bookings

The film library has access to NFB films as well as those owned by the Universities. Instructors can book through the Sound and Moving Image Library (SMIL) at 416-736- 5508, imagelib@yorku.ca. Films/videos must be reserved at least one week in advance. You must pick up and drop off films at the library, as staff cannot do this on your behalf. Please note that a library card number is required for this.

Assignments and Drop Box

ALL assignments being submitted by students must be delivered to the Course Director's drop box located on the 8th floor of South Ross, if not during regular class meets. There is also an after-hours drop box available near the South Ross elevators on the 8th floor. Assignments may be date stamped at reception prior to delivery. Due to storage restrictions in the main office, instructors are asked to return mid-term assignments to students in class.

Course-Related Research involving Human Participants

When a course director gives students an assignment which requires conducting research involving human participants he/she needs to go through an ethics review through our School's Research and Ethics Committee.

The Senate of York University affirms that researchers must respect the safety, welfare, and dignity of human participants in their research and treat them equally and fairly. York University has formulated policies for conduct of research involving human participants. This policy is intended to serve as joint protection for the researcher, the study participant and the University in order to ensure attention to various rights and responsibilities of the respective parties to the research endeavour. The Human Participants Review Committee (HPRC) is responsible for ensuring that research involving human participants is consistent with the guidelines set by the University.

Access to Ethics Forms

Please find the forms through the links below and see appendix 7 & 7a or see your appropriate Program Assistant. Please note that it will take a few weeks to have the ethics review done, so please plan ahead.

Undergraduate Courses in the Faculty of Liberal Arts & Professional Studies (LAPS)
Generic Protocol – Form 1

Graduate Courses in the Faculty of Graduate Studies (FGS)
Course Work-Related Research Involving Human Participants Form (Appendix 7a)

Note – GS/SOWK 5450 Course Directors: Instructors are not required to fill out forms; however, students enrolled in this course need to use the following forms:

- The TD1 Form: Thesis and Dissertation Proposal Form
- The TD 2 Form: FGS Human Participants Research Protocol Form and Informed Consent Document Checklist
- The TD 3 Form: Informed Consent Checklist

These are also available online at:
http://socialwork.gradstudies.yorku.ca/forms/ethics-approval-process

For further information visit:

Research Ethics Website: http://research.info.yorku.ca/research-ethics/
Secretariat Policies Website: https://secretariat-policies.info.yorku.ca/

Other Information

Athletic Facilities

All full-time faculty, contract faculty, and support staff are eligible for reduced Athletic Facility memberships. For more information on rates and programmes contact the department of Physical Education, Recreation and Athletics at 416-736-5812.

Library Services

The York University Libraries website is http://www.library.yorku.ca/web. Library cards can be obtained at the circulation desks at Scott, Bronfman, Law or Frost Library. Provide a letter of introduction from the department, or any other document that confirms that you are a York faculty member.

Faculty are entitled to 100-day extended loan privileges and can borrow up to 80 items at one time. Resources (books, articles etc.) not available at York can be requested through Resource Sharing. Print and electronic resources (e.g. books, articles etc.) may be placed on reserve for a class.

Electronic resources can be accessed from off-campus using either your Passport York login or the barcode on your library card and your library PIN number.

Each librarian works with an academic unit (e.g. a department or School) to ensure library-related needs (around research, teaching and collections) of the unit's faculty members are addressed. Norda Bell (nordam@yorku.ca / x33392) is the Social Work Librarian. Contact the Social Work librarian to:

- Book individual reference/research consultations (in the library or in your office)

- Request and recommend specific library resources (e.g. books, films, journals)

- Arrange a library session on research skills and information literacy concepts for your class

- Inquire about any other library-related issues or questions

Internal Campus Mail and External Mail

All staff, contract faculty, full-time faculty, graduate student and Social Work Student have mailboxes in the School of Social Work. Outgoing mail can be dropped off in our mailbox and incoming mail is distributed daily by our front desk staff.

Regular outgoing mail is to be placed in the 'Mail' box located in the main office. Please write the code "529" beneath the sender address before putting the envelope in the tray. If you have mail to be delivered to another Ontario University, simply write "IUTS" on your envelope where the stamp should go. This is an inter-university mail system between Ontario universities only and runs on a daily basis.

Guest Parking Passes

Conference parking passes for guests may be obtained for guest lecturers/speakers. They must be arranged at least 1 week in advance. Please speak to our Administrative Assistant regarding booking these.

COURSE INFORMATION APPENDICES 1-7

SENATE CCAS BASIC COURSE OUTLINE MODEL

FACULTY NAME
UNIT NAME

General instructions and examples noted in blue should be either replaced or removed.
All statements or headings to be included in course outlines are provided in black.

Course: e.g. AP/SOWK xxxx. 3.0 - Course Title   **Course Webpage:** Provide URL

Term: e.g. Fall Term 2011

Prerequisite / Co-requisite: e.g. AS/HIST xxxx 3.0A - Course Title

Course Instructor

List all course instructors. Include listing of teaching assistants, when information is available. If full teaching complement not identified prior to start of term, provide an updated list as in-class handout and/or on course website.

Example: Jane Doe
                (416) 927-1111
                S800 Ross Building
                jdoe@yorku.ca   Course consultation hours: Monday, 10-12 am

Time and Location

Lectures: TR 1:30pm
Location: CLH – B
Tutorial Group: M 3:30 Tutorial Location: 112 Founders

Expanded Course Description

An expanded course description is helpful to students, as calendar descriptions are by design terse and lack specificity. It is highly recommended that the following categories of Information are included:

Organization of the Course - Include information on the class and tutorial format, role of instructors and expectations of students, kinds of activity and resources (such as invited guests, discussion opportunities, use of films or videos, readings) that will be used to stimulate and support learning during the course.
Example: The course involves formal lectures by the teaching team and invited guests and weekly tutorial sessions of about 25 students each. The lectures will be supplemented by films and videos. Tutorial meetings will be the main locus for discussion of required and recommended reading and assignments in the course. The required readings are central to the course. The lectures and tutorials will serve to enrich, clarify, and illustrate crucial issues from the assigned readings.

Course Objectives

1) Brief statement of the purpose:
   Example: The purpose of this course is to assist students in developing a critical overview of the social, economic, and biophysical impacts of major resource development projects in extreme environments. Students will be able to compare and contrast both, arctic and tropical environments and identify fundamental principles/challenges of resource development projects. Students will be able to describe and apply emerging frameworks for sustainable development.

2) Brief list of specific learning objectives of the course, bearing in mind:

   - Disciplinary component of knowledge about concepts and methods (how the course contributes to the depth and/or breadth in a specific discipline,

   - The skills component (how the course contributes to the skills to be developed within the degree program)

   - How the course develops 'transferable' or broader knowledge and skills relevant to both students pursuing a major or a minor in the discipline and for students carrying the course as an elective.

   Example: The specific objectives of the course are that students will be able to:

   - *Critically examine the imperatives of resource development*

   - *Identify and describe current approaches to environmental impact measurement*

   - *Apply theory to critically evaluate case studies*

   - *Discuss and analyze current resource development issues in written form*

Course Text/Readings
Additional readings may be assigned or recommended during the course.
Example:
The following texts, books and journal articles (or course kit) are readings for the course:
   A
   B

Evaluation
Provide a detailed statement of the grading system, assignments (format, description, due date, length, etc.) tests, and examinations.

Example:
The final grade for the course** will be based on the following items weighted as indicated:

Assignment #1:   *15%*

Assignment #2:   *15%*

Term Test:	*20% *** +++*
Tutorial Participation:	*10%*
Final Examination:	*30%*

* The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see the policy for exceptions to this aspect of the policy

http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/

** If final grades will be subject to grades distribution adjustment, it should be specifically noted in this section by including the following statement:
"Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles."

*** If Term Test will be held outside of regularly scheduled class time, include announcement of day, date and time here (e.g., Saturday, October 28, 2006, 10 am to 11:30, room TBA).

+++ An exam or term test worth more than 20% of the final grade may not be given during the final two weeks of classes.

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.).
Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)
For a full description of York grading system see the York University Undergraduate Calendar: http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm

* If an alternative number grade/percentage system is used for assignments or tests, it must be fully described in the course outline.

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the (Faculty name) section of the Undergraduate Calendar: (provide web link to calendar description of this option for the Faculty offering the course).

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in (specify how, where and when if this information was not provided in the Description of Assignments above).

Lateness Penalty: Assignments received later than the due date will be penalized (State penalty: e.g., one-half letter grade (1 grade point) per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. (State accommodation arrangement: e.g., allowed to write a make-up test on xx date.) Further extensions or accommodation will require students to submit a formal petition to the Faculty.

ADDITIONAL INFORMATION

Provide a brief description (e.g. field trips, special lab session, special tutorials), dates, times, required materials or preparation, any fees or costs, etc.

IMPORTANT COURSE INFORMATION FOR STUDENTS

For course outlines provided online (e.g. in Moodle) simply include the following statement and web link. If paper copies of the course outline are distributed, a copy of this information should be appended to the course outline in place of this statement.

All students are expected to familiarize themselves with the following information:

- Senate Policy on Academic Honesty http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/

- the Academic Integrity Website http://www.yorku.ca/academicintegrity/

- Ethics Review Process for research involving human participants

- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities

- Student Conduct Standards

- Religious Observance Accommodation

November 2013

GRADES AND GRADING SCHEMES

Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The grade point values are used to compute averages. For information regarding the pass/fail option regulations, refer to the grading information available in your Faculty's section of the Undergraduate Calendar.

Note: only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Note: all of the above-noted grades are used to calculate averages and credits.

Definitions of Grading Descriptions

A+ Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the Use of those concepts/techniques in satisfying the requirements of an assignment or course.

A Excellent. Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+ Very Good. Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

B Good. Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+ Competent. Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C Fairly Competent. Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+ Passing. Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E Marginally Failing.

F Failing.

Calculation of Averages

Two types of averages are calculated and reported to students: sessional and cumulative. All averages calculated for purposes such as determining eligibility to proceed and graduate are credit-weighted.

Sessional grade point average: This average reflects a student's grades for a particular academic session (e.g. Fall/Winter 2012-2013 Session).

Cumulative grade point average: This average reflects a student's grades over the entire undergraduate career in a student's particular degree program.

Definitions of Pass and Fail

Passed courses: A passed course is one in which the student has achieved a grade of D or better.

Failed courses: There are two failing grades on the Undergraduate Grading Scheme, E (marginal failure) and F (failure).

Grades Release Dates (Grade Reports and Transcripts)

Grades submitted by an instructor are subject to review by the teaching unit in which the course is offered and by the Faculty Council or Faculty Committee on Academic Policy and Planning. Final course grades may be adjusted to conform to program or Faculty grades distribution profiles. Normally, grades appear on grade reports and transcripts as soon as they are submitted to the Registrar's Office.

Grading Scheme and Feedback

The grading scheme for each course (that is, the kinds and weights of assignments, essays, exams etc.) shall be announced, and be available in writing, within the first two weeks of class. Under normal circumstances, graded feedback worth at least 15 percent of the final grade for fall, winter or summer term and 30 percent for 'full year' courses offered in the fall/winter session should be received by students in all courses prior to the final withdrawal date from a course without receiving a grade. Exceptions include graduate or senior undergraduate courses where course work typically, or at the instructor's discretion, consists of:

- A single piece of work (for example, honours theses or graduate research papers not due by the drop date etc.);
- Practicum courses;
- Ungraded courses;
- Courses in Faculties where the drop date occurs within the first three weeks of classes;
- Courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of one credit hour per two calendar weeks or faster).

Note: under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. Information on other policies related to grades is available from Faculties, departments and schools, and the University Secretariat (http://secretariat-policies.info.yorku.ca/).

Grades on the Web

Overview

A Course or Section Director must be listed in the Student Information System and have a Passport York Access to Grades on the Web or Class Lists.

1. Go to www.sis.yorku.ca which will bring you to the Student Information System home page, as shown in the image below. Click Faculty on left hand side.

2. Click on Grades Input on the Web.

3. Click on Grades Input on the Web (the grey box).

4. Log into Passport York (if you do not have access to this, please contact the Program Secretary).

5.   Click on the Course Number.

6.   Click on Course Selection.

7.   Click on the drop-down box beside each student and click on the appropriate grade.
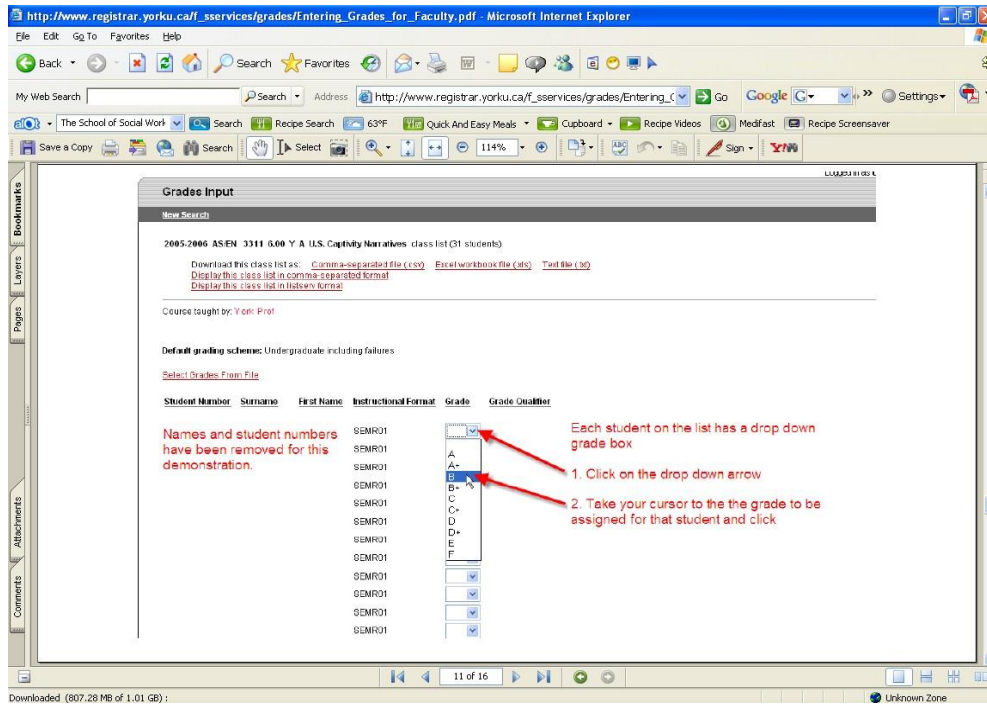
8.   When completed, review your grades and click on Save Grades.
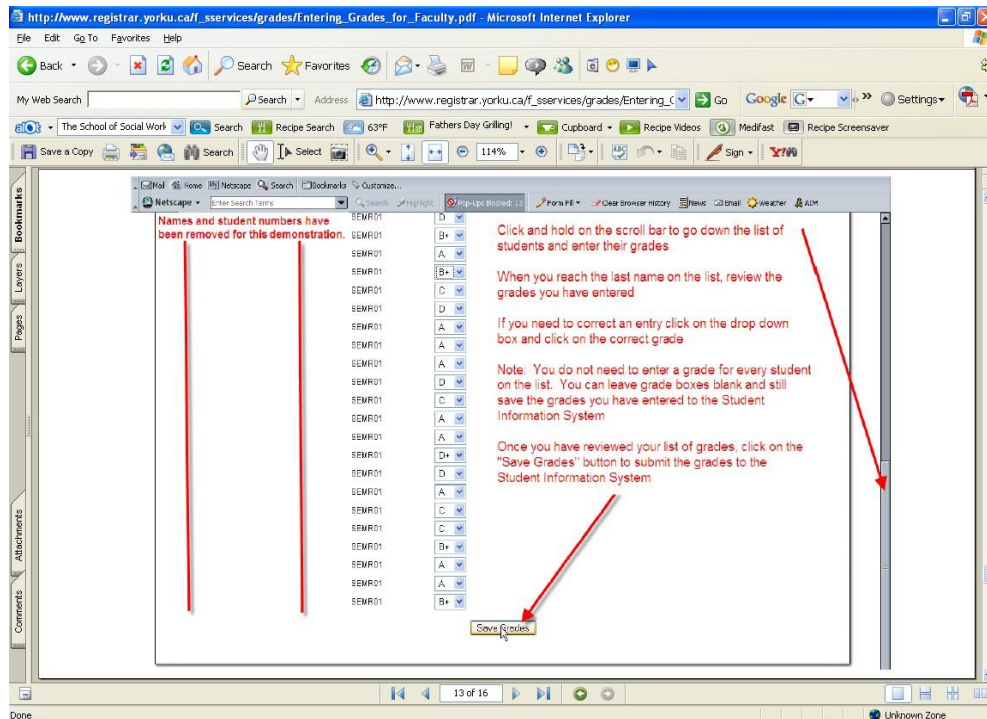
9.   Once saved, Grades Input will confirm that the grades have been saved. You may also download the list in various formats.
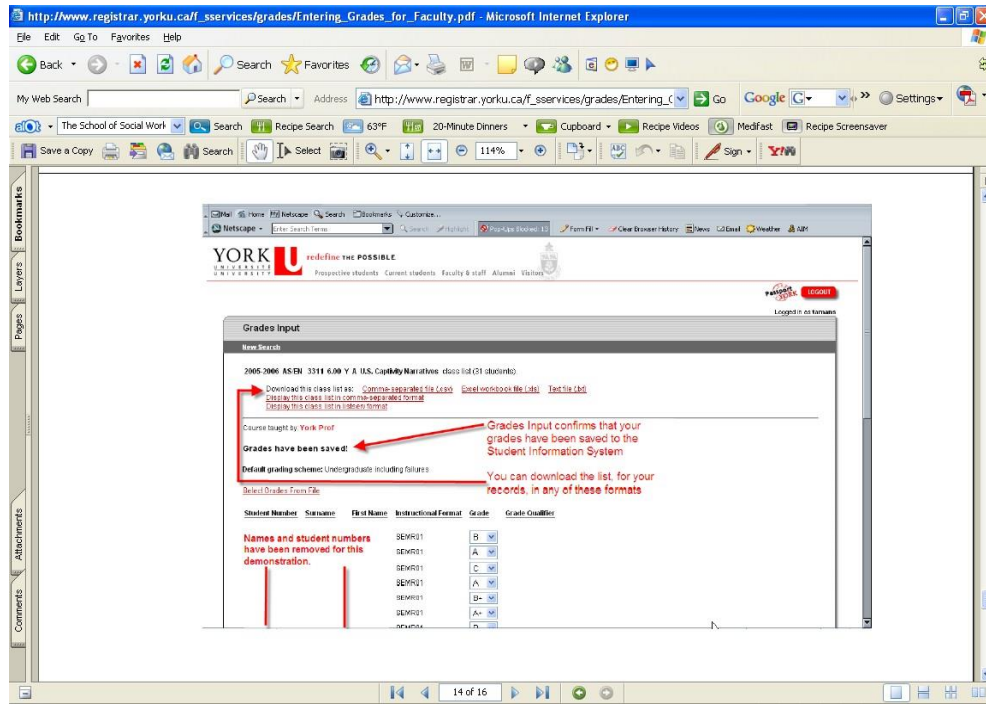
Other Information:

A. Grades can be put in for a whole class or part of a class. Please note, however; that there is a time limit in the Grades on the Web system. After 30 minutes, your session will expire, and you will be exited. If you are inputting grades one at a time, especially for a large course, you may run out of time before you are finished mounting your grades, and, if you did not save your grades, you will have to re-enter them. It is strongly recommended that, at the 20-minute mark, you save your grades, exit the system and re-enter to renew your 30-minute access window.

B. Once you have saved the grades in a course, you must exit the session and re-enter, if you want to alter or add grades.

C. If a student is not enrolled in your course, then the student will require to petition to enroll late. The Registrar's Office will receive the grade when the petition is granted.

D. Grades cannot be entered by faculty or staff and after the input deadline which is set by the Office of the Registrar.

E. If you have any questions or experience any problems, please contact yugrades@yorku.ca.

UNDERGRADUATE FALL/WINTER 2018-2019 SESSIONAL DATES

The sessional dates for the Fall/Winter 2018-2019 Session are below. Please note that these dates do not apply to the following:

Students enrolled in Osgoode Hall Law School. These students should refer to the Osgoode Hall Law School website for important dates information.

Students enrolled in a Faculty of Graduate Studies program (e.g. MA, PhD etc.). These students should refer to the Faculty of Graduate Studies website for important dates information.

Students enrolled in a Schulich School of Business graduate program (e.g. MBA, IMBA etc.). These students should refer to the Schulich School of Business website for important dates information.

Religious holidays may fall during the first week of classes, during mid-terms or official examination periods; make sure that you are aware of the Senate policy on religious observance and religious accommodation guidelines and religious observance dates, as well as statutory dates for the academic year.

Fall/Winter 2018-2019 Sessional Dates			
	Fall (F)	**Year (Y)**	**Winter (W)**
Classes start	Sept. 5	Sept. 5	Jan. 3
Last date to announce components of final grades	TBA	TBA	TBA
Fall Reading Week1 (no classes, University open)	Oct. 6-12	Oct. 6-12	
Last date to submit Fall term work	TBA	TBA	
Fall classes end	Dec. 4	Dec. 4	
Fall Study Day2 (no classes; University open)	Dec. 5	Dec. 5	
Fall examinations4	Dec. 6-21	Dec. 6-21	
Winter Reading Week1 (no classes; University open)		Feb. 16-22	Feb. 16-22
Last date to submit Winter term work		TBA	TBA
Winter classes end3		April 3	April 3
Winter Study Days2 (no classes; University open)		April 4	April 4
Winter examinations4,5		April 5-20	April 5-20

Important: It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period for the term corresponding to your course. We strongly

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1) There are designated Reading Weeks in the Fall and Winter terms during which classes, examinations and tests will not be held. The University itself will be open and administrative services available.
2) The December 5, 2018 and April 4, 2019 study days are in compliance of the Senate Policy requiring a day off prior to the start of exams.
3) The last day of classes is Wednesday, April 3, 2019.
4) It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period for the term corresponding to your course. We strongly recommend that you do not make any travel arrangements prior to the end of the term's examination schedule.
5) The Winter Exam Period runs from April 5 to April 20, 2019, excluding Good Friday, April 19.

recommend that you do not make any travel arrangements prior to the end of the term's examination schedule.

Add and Drop Deadline Information:

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the Refund Tables.

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Add/Drop Deadlines			
	Fall (F)	**Year (Y)**	**Winter (W)**
Last date to add a course **without permission** of instructor (also see Financial Deadlines)			
Last date to add a course **with permission** of instructor (also see Financial Deadlines)			
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)			
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note above)			

Last Date to Announce Components of Final Grades			
	Fall (F)	**Year (Y)**	**Winter (W)**
Last Date to Announce Components of Final Grades	Sept. 19	Sept. 19	Jan. 17

Financial Deadlines

	Fall (F)	Year (Y)	Winter (W)
Financial Deadlines 2018-2019			
Fees due for Fall and Year course enrolments and program-based undergraduate programs	Sept. 10	Sept. 10	
Minimum payment due on student account	Oct. 10	Oct. 10	
Recommended date to apply for Fall ONLY and Year OSAP and submit supporting documents	Oct. 17	Oct. 17	
Recommended date to apply for government financial aid for the next Winter term			Oct. 31
Deadline for reassessment at the domestic tuition rate for the current Fall/Winter session		Oct. 31	
Minimum payment due on student account	Nov. 10	Nov. 10	
Fees for Winter undergraduate course enrolments are due		Jan. 10	Jan. 10
Deadline for reassessment at the domestic tuition rate for the current Winter term only			Jan. 31

STATUTORY DATES

Schedule of Fall/Winter Holidays and University Closings

Holiday	Fall (F)	Year (Y)	Winter (W)
Labour Day	Sept. 3	Sept. 3	
Thanksgiving Day	Oct. 8	Oct. 8	
Winter Break	TBA	TBA	
Family Day		Feb. 18	Feb. 18
Good Friday		Apr. 19	Apr. 19

FALL/WINTER 2018-2019 SESSION – REFUND TABLE

You are eligible for a refund if there is a credit balance on your student account after all fees and charges have been cleared. You may be eligible for a refund if you dropped a course (or courses) before the drop deadline and there were no other charges outstanding on your account (review the current refund table for your Faculty/program).

No table available at this time.

Final Exam/Assignment Deferred Standing Agreement

☐ **Check this box if you are registered with Counselling & Disability Services**

STUDENT DEADLINE
It is Senate policy that "normally requests for deferred standing must be communicated within one week following a missed examination or the last day to submit course work". The period during which the University is officially closed for December holidays and statutory holidays is not counted in the determination of deadline days.

Student Information (please print)

Student Number   Last Name/Family Name   Given Name(s)

Telephone   E-mail   Home Faculty

Keep your information up-to-date! Make sure we have your current contact information. Visit My Personal Info on the My Student Records section of the Current Students Website.

Course Information

Term   Faculty   Subject   Course Number   Section   Tut/Lab

Are you requesting a deferred exam? No☐ Yes ☐ If yes, provide original date/time of exam_____

Are you requesting additional time to complete outstanding course/practical work? No ☐   Yes ☐

If yes, please list outstanding assignment(s)_____

What are the reasons for your deferral request? (Please note, your professor may ask you for documentation in support of your request, e.g. Attending Physician's Statement available at **registrar.yorku.ca/exams/deferred/index.html?tab=3**)

Course Director* Information

☐ I have approved the request for a deferred final exam to be written by the following date_____
☐   I have approved the request for deferred course work and the submission deadline of _____
I understand that a final grade must be submitted by the deadlines listed on page 2 of this form:
Course Director's Name _____Signature:_____Date:_____
(or designate)

☐
 I **WILL NOT** approve the request for deferred standing; the student must formally petition to their home Faculty.
*Only in the event that the Course Director is absent from campus before the deferred standing deadline can students approach the Department Chair, the Undergraduate Program Director (UPD) or the relevant Associate Dean to act on the Course Director's behalf on this matter. EXCEPTION: At Osgoode, the Assistant Dean (Student Services) completes and signs this section.

Student: I understand that it is my responsibility to complete the work by the agreed upon deadline as indicated above or the grade won file will be assigned.

Student's Signature	Date (dd/mm/yy)

Students: This agreement is valid when you return the completed original form to the home office offering the course with all appropriate signatures by the application deadline specified below.

Departments: Please forward original form to the Registrar's Office upon receipt in office.

Revised Final Grades Due in Registrar's Office by the Date Specified for Faculties

Faculty	Fall Courses	Winter and Full Year Courses	Summer Courses
Education (non-practicum courses)	April 1	August 1	First term – September 1 Second Term – October 1
Education (practicum courses)	At the discretion of the course director	At the discretion of the course director	At the discretion of the course director
Environmental Studies	April 1	August 1	First term – September 1 Second Term – October 1
Fine Arts	April 1	August 1	First term – September 1 Second Term – October 1
Glendon	April 1	August 1	First term – September 1 Second Term – October 1
Graduate Studies	Consult with the Graduate Program Office or Office of the Dean	Consult with the Graduate Program Office or Office of the Dean	Consult with the Graduate Program Office or Office of the Dean
Health	April 1	August 1	First term – September 1 Second Term – October 1
Liberal Arts & Professional Studies	April 1	August 1	First term – September 1 Second Term – October 1
Osgoode Hall Law School	Consult with the assistant dean of Student Services	Consult with the assistant dean of Student Services	N/A
Schulich School of Business	Consult with the associate director of undergraduate programs in Schulich Student Services and International Relations	Consult with the associate director of undergraduate programs in Schulich Student Services and International Relations	Consult with the associate director of undergraduate programs in Schulich Student Services and International Relations
Science and Engineering	April 1	August 1	October 30

Form TD1: Thesis/Dissertation Research Proposal

Submit completed research proposals to your graduate program office. DO NOT submit forms directly to the Office of Research Ethics (ORE).

Student information		
Surname	Given name(s)	
Student number	E-mail	Phone
Program	Degree & year of study	Current status

Title of Research Proposal

☐ Thesis   ☐ Dissertation   ☐ Pilot Project[1]

Type of Research		Documents to submit
Please check one:		Programs will forward the following to the Office of the Dean, Graduate Studies, 230 York Lanes
☐ A	No human participants and no secondary data analysis[2]	• TD1 (signed by student, supervisor, and graduate program director) • Thesis/Dissertation Proposal
B	Human participants, minimum risk[3]	• TD1 (signed by student, supervisor, and graduate program director) • Thesis/Dissertation Proposal • TD2 (signed by student and supervisor) (original + 1 copy) • Sample informed consent and other relevant documents (original + 1 copy) • TCPS Tutorial Certificate
☐ C	Secondary Data Analysis not conducted as part of a faculty research project	• TD1 (signed by student, supervisor, and graduate program director) • Thesis/Dissertation Proposal • TD2 (signed by student and supervisor) (original + 1 copy) • Informed consent and other relevant documents (original + 1 copy) if applicable • TCPS Tutorial Certificate
☐ D	Research involving Aboriginal/ Indigenous Peoples[4] **(Do NOT use TD2 form; use HPRC form)[5]**	• TD1 (signed by student, supervisor, and graduate program director) • Thesis/Dissertation Proposal • HPRC Protocol Form (signed by student and supervisor) • Sample informed consent and other relevant documents • Checklist for Researchers: Research Involving Aboriginal People • TCPS Tutorial Certificate → FGS will forward to Aboriginal Research Ethics Advisory Group (AREAG) & HPRC for non-delegated review
☐ E	Human Participants, data collected under faculty research grant with HPRC Approval Certificate	• TD1 (signed by student, supervisor, and graduate program director) • Thesis/Dissertation Proposal • TD4 (original + 1 copy) • HPRC Approval Certificate for Supervisor's research project • TCPS Tutorial Certificate
☐ F	Animals or biohazards (must be under faculty supervision)	• TD1 (signed by student, supervisor, and graduate program director) • Thesis/Dissertation Proposal • TD4 (original + 1 copy) • Animal Care Committee (ACC), or Biosafety Committee (BCC) Approval Certificate for Supervisor's research project
☐ G	• Human Participants, more than minimal risk, or • Research involving Clinical Trials **(Do NOT use TD2 form; use HPRC form)[5]**	• TD1 (signed by student, supervisor, and graduate program director) • Thesis/Dissertation Proposal • HPRC Protocol Form (signed by student and supervisor) • Sample informed consent and other relevant documents • TCPS Tutorial Certificate → FGS will forward to HPRC for non-delegated review

TD1 = Thesis/Dissertation Research Proposal Form
TD2 = Research Ethics Protocol Form for Graduate Students
TD4 = Statement of Relationship between Proposal and an Existing HPRC Approved Project
TCPS= *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* **Tutorial Course on Research Ethics**

Proposal guidelines can be found on the FGS website:
Guidelines on Thesis & Dissertation proposals: gradstudies.yorku.ca/current-students/thesis-dissertation/general-requirements/
Guidelines on research ethics: gradstudies.yorku.ca/current-students/thesis-dissertation/research-ethics/

Student Signature

I hereby certify that all information on this form and all statements in the attached documentation are correct and complete.

Student Name	Student Signature	Date (mm/dd/yyyy)

Supervisor Recommendation

I recommend the Faculty of Graduate Studies approve the proposal for the above student. The Supervisory Committee has reviewed the Research Proposal and research ethics protocols (if applicable) and has recommended it be submitted for FGS approval.

☐ I attest that the Supervisory Committee has reviewed the Research Proposal and research ethics protocols (if applicable) and has recommended it be submitted for FGS approval. **(If this box is not checked, all members of the Supervisory Committee must sign this form below.)**

Supervisor Name	Supervisor Signature	Date (mm/dd/yyyy)
Supervisory Committee Member Name	Supervisory Committee Member Signature	Date (mm/dd/yyyy)
Supervisory Committee Member Name	Supervisory Committee Member Signature	Date (mm/dd/yyyy)

Graduate Program Director Recommendation

I recommend the Faculty of Graduate Studies approve the proposal for the above student. The Supervisory Committee has reviewed the Research Proposal and research ethics protocols (if applicable) and has recommended it be submitted for FGS approval.

Graduate Program Director Name	Graduate Program Director Signature	Date (mm/dd/yyyy)

Faculty of Graduate Studies Recommendation

I approve the proposal for the above student.

Associate Dean, FGS Name	Associate Dean, FGS Signature	Date (mm/dd/yyyy)

Notes:

[1] A pilot project is defined as preliminary research that is necessary in order to be able to write the thesis or dissertation proposal. Pilot projects must still include a description of research procedures and sample research instruments (e.g., survey or interview questions). Please submit TD2 form and informed consent documents.

[2] Secondary Data Analysis is described as the analysis of data involving human participants collected for a purpose other than that for which it was originally collected in order to pursue a research interest which is distinct from that of the original work.

[3] The HPRC uses the definition of minimal risk as outlined in the SSHRC/NSERC/CIHR Tri-Council Policy Statement: "Ethical Conduct for Research involving Humans" (December 2014): "'minimal risk' research is defined as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research" (Article 2.8B). An expanded version of this definition is available from the Office of Research Ethics upon request.

[4] your research involves Aboriginal/Indigenous Peoples if:
- your research will be conducted on Aboriginal land (Canada; international);
- recruitment criteria will include Aboriginal identity as either a factor for the entire study or for a subgroup of the study;
- your research will seek input from participants regarding an Aboriginal community's cultural heritage, artefacts or traditional knowledge;
- aboriginal identity or membership in an aboriginal community will be used as a variable for the purpose of analysis of the research data; or
- interpretation of research results will refer to Aboriginal communities, peoples, language, history or culture.
   * Note: Literary criticism and/or history (excluding oral history) and/or primarily textual activities are not applicable.

[5] To access the HPRC form, contact the Office of Research Ethics: ore@yorku.ca

Form TD2: Research Ethics Protocol Form for Graduate Student Thesis, Dissertation, or Pilot Project

Research ethics protocols for theses, dissertations, and pilot projects are approved by the Faculty of Graduate Studies (FGS).

- Submit paper copies of the relevant forms to your Graduate Program for review and signature.
- Graduate Programs will forward forms to FGS Thesis & Dissertation Coordinator.
- All submissions must include:
  - TD1 (Thesis/Dissertation Proposal Submission) Form signed by the student, supervisor, and Graduate Program Director,
  - thesis/dissertation proposal
    - In cases requiring preliminary research (e.g., pilot project), submit the pilot project research proposal instead of the thesis/dissertation proposal.
  - Informed consent form
  - If applicable, other documentation required for your specific research ethics protocol
- The average time to process minimal risk protocols is approximately 40 working days from the date of receipt by FGS. IN-COMPLETE OR ILLEGIBLE PROTOCOLS WILL BE RETURNED TO THE RESEARCHER, WHICH WILL DELAY THE PROCESS.
- Research involving Aboriginal/Indigenous Peoples; that is more than minimal risk; or that involves clinical trials, is approved by the York University Human Participants Review Committee (HPRC). Use HPRC Form
- Research ethics protocols for a course, or a Major Research Paper (MRP), are approved by your Graduate Program's Delegated Research Ethics Committee. Consult with your Graduate Program for appropriate forms.
- For more information on research ethics related matters, please visit the ORE website: http://research.info.yorku.ca/research-services/research-ethics/ or FGS Research Ethics: http://gradstudies.yorku.ca/current-students/thesis- dissertation/research-ethics/
- Contact: Research Officer (fgsro@yorku.ca)

Part A – General Information

A. Student Information

Student Name		Date (mm/dd/yyyy)
E–mail	Phone	Student number
Program		Degree
Check one: ☐ Thesis ☐ Dissertation ☐ Pilot Project		
Title of Research Project		

Part A – General Information continued

A.　　Student Information continued

Name of Supervisor

Is this a revised version of a protocol previously submitted to FGS and/or HPRC?	☐ No ☐ Yes
Proposed start date for research involving human participants (mm/dd/yyyy):	

1. **Is this research defined as:**
   ☐ Minimal Risk?
   ☐ More than Minimal Risk?

If More than Minimal Risk, do NOT use this TD2 form. Submit HPRC Protocol.

The HPRC uses the definition of minimal risk as outlined in the SSHRC/NSERC/CIHR Tri-Council Policy Statement (TCPS) "Ethical Conduct for Research involving Humans" (December 2014): "If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the research can be regarded as within the range of minimal risk" (p. 1.5). An expanded version of this definition is available from ORE upon request.

NOTE: Full board review is required for ALL research that is more than minimal risk. A full board review requires a meeting of the Human Participants Review Committee (HPRC) for the purposes of providing final approval and which, as a consequence, may take longer to review.

2. **Does this research involve clinical trials?**
   ☐ No ☐ Yes

If Yes, do NOT use this TD2 form. Submit HPRC Protocol.

3. **Does your research involve Aboriginal/Indigenous Peoples?**
   No ☐ ☐ Yes

The following questions may assist in determining whether your research involves Aboriginal/Indigenous Peoples:

a. Will the research be conducted on Aboriginal land (Canada; international) for which permission and/or approval from an authority (such as band council, First Nations Research Ethics Board, etc.) may be required? ☐ No ☐ Yes

b. Will recruitment criteria include Aboriginal identity as either a factor for the entire study or for a subgroup of the study? ☐ No ☐ Yes

c. Will the research seek input from participants regarding an Aboriginal Peoples' cultural heritage, artefacts, or traditional knowledge? ☐ No ☐ Yes

d. Will research in which Aboriginal identity or membership in an Aboriginal community be used as a variable for the purpose of analysis of the research data? ☐ No ☐ Yes

e. Will interpretation of research results refer to Aboriginal communities, peoples, language, history or culture? ☐ No ☐ Yes

(Note: "Research" does not include literary criticism and/or history (excluding oral history) and/or primarily textual activities)

If you have answered "yes" to any of the above noted questions, then your research involves Aboriginal/Indigenous Peoples. If Yes, do NOT use this TD2 form. Submit HPRC Protocol. Researchers are required to familiarize themselves with the Guidelines for Research involving Aboriginal Peoples and complete the Checklist for Researchers — Research Involving Aboriginal Peoples.

Note that research involving Aboriginal/Indigenous Peoples will first be reviewed by the Aboriginal Research Ethics Advisory Group (AREAG) prior to being forwarded to the HPRC. Researchers may receive initial comments from the AREAG for which a response will be required.

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4.   Is this research part of a faculty–led research project for which a faculty member is the Principal Investigator?

☐ No   ☐ Yes

If Yes, do NOT use this TD2 form. Instead, please attach TD4, Statement of Relationship between Proposal and Existing Approved Research/Facilities, as well as a copy of the HPRC Approval Certificate.

5.   Does this research involve animals or biohazards?

☐ No   ☐ Yes

If Yes, do NOT use this TD2 form. All student research involving animals or biohazards must be under faculty supervision. Please attach TD4, Statement of Relationship between Proposal and Existing Approved Research/Facilities, as well as a copy of the HPRC Approval Certificate.

6.   Are you conducting secondary data analysis?

☐ No   ☐ Yes

If yes, please review the Secondary Data Analysis Guidelines and ensure that you complete section B.8 below.

NOTE: Secondary Data Analysis is described as the analysis of data collected for a purpose other than that for which it was   originally collected in order to pursue a research interest which is distinct from that of the original work. Researchers are advised   to review the Secondary Data Analysis Guidelines for further information on requirements related to use of secondary data for   research purposes.

7.   Is any anticipated funding* for this project from any external (i.e., outside York) sources?

☐ No   ☐ Yes

If yes, what is the funding agency and/or program?

[   ]

*The definition of "funded" does not include funding in the form of student OGS scholarships, SSHRC fellowships, NSERC scholar-   ships, or CIHR awards. These awards are intended to support students through their studies and do not require reports from   students on the specific research activities conducted. The definition of "funded" does apply to grants awarded for specific   research projects, whether those projects be the student's own research projects or research being conducted as part of a faculty   member's funded research project. Typically, for "funded" research, granting agencies require reports of the research conducted.

8.   Does this research involve another institution? Research involving another institution (such as a school, university, busi- ness, government agency) may require additional ethics review and approval or permissions if using institutional resources (such as internal listservs, or conducting interviews on the premises of the institution).

☐ No   ☐ Yes

NOTE: If the research is to be conducted at a site requiring ethics approval or administrative permission, please include all draft   informed consent forms/administrative permission requests. It is the responsibility of the researcher to determine what other   means of clearance are required, and to obtain clearance prior to starting the project.

a. Do any of the institution(s)/site(s) have an ethics review board?   ☐ No   ☐ Yes

If 'Yes', specify the institution(s)/site(s):

[   ]

b. Do any of the institution(s)/site(s) require administrative permission?   ☐ No   ☐ Yes

If 'Yes', specify the institution(s)/site(s) and provide a copy of the letter of permission:

[   ]

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c. Has any other Research Ethics Board (REB) cleared this project?   ☐ No   ☐ Yes

If 'Yes', please submit the original application and provide a copy of the clearance letter.

Part B – Research Information

1. Project Description

In layperson's terms, please provide a general and brief description of the research (e.g., hypotheses, goals and objectives, etc. – maximum 3,000 characters).

2. Participants

State who the participant(s) will be: Describe the participants that will be recruited and about whom personal information will be collected (i.e., numbers, age, special characteristics, etc.). Describe the size of the group from which participants will be recruited and the estimated number needed for the research (minimum/maximum). Where active recruitment is required, please describe inclusion and exclusion criteria. Where the research involves extraction or collection of personal information, please describe from whom the information will be obtained and what it will include (*include permission letters*).

☐ This study will be using a participant pool
   Please indicate which participant pool(s):

☐   URPP
☐   Schulich Marketing Pool
☐   School of Administrative Studies participant pool KURE
☐   Glendon Participant Pool
☐   Other:

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3. Recruitment

a. **How will participants be recruited** (e.g., snowball technique, random sampling, previously known to interviewer, telephone solicitation, etc.)?

b. **Will you be using any advertisements, flyers, posters, email scripts, social media postings, etc. for recruitment purpose?**

☐ No   ☐ Yes   If 'Yes', please attach a copy of each with your application.

4. Inducements

a. **Will you be offering inducements to participate** (e.g., money, gift certificates, academic credit, etc.)?   No
☐   ☐ Yes

If yes, please elaborate:

(Please check all that apply)
☐ Financial
☐ In–kind Draw
☐ Participant Pool Bonus Points
☐ Other:

b. If inducements are provided, please provide the source of funding for them:

5. Methods

a. Please indicate **all** the research methods that apply:

☐ Action Research   ☐ Ethnography
☐ Observation   ☐ Survey
☐ Documentary Filmmaking   ☐ Focus Group
☐ Experimental lab study   ☐ Interview
☐ Oral/Life history   ☐ Human Tissues
☐ Experimental behavioural study   ☐ Online Research
☐ Other:

b. Do any of the methods involve:

	No	Yes
Audio Recording?	☐ No	☐ Yes
Photographic Recording?	☐ No	☐ Yes
Video Recording?	☐ No	☐ Yes

- Please note that explicit consent is required to use these methods of recording. Please see Section 10, Informed Consent for details.

- If you are using recordings, you will be required to account for how they will be safely stored, eventually destroyed or archived, and how, if used in research dissemination, confidentiality will be maintained. Please see Section 11, Data Security for details.

c. What will be required of the participant(s)? Clearly specify in a step-by-step outline exactly what the participant(s) will be asked to do in each methodology. A separate outline is required for each methodology. Include the settings, types of information to be involved,

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and how data will be analyzed. Include details about identifying participants, recruitment, procedures participants will undertake, etc. Include copies of study instruments. Please also include the estimated time commitment required of participants for each method.

d. What is the experience and training of the researcher with this kind of research? If applicable, please provide a description of the supervisor's support for this research.

6. Risk

Please indicate potential risks that the participants as individuals or as part of an identifiable group or community might experience by being part of this research project:

	No	Yes
a. Physical risks (including any bodily contact; administration of any substance)?	No	Yes
b. Psychological/emotional risks (feeling uncomfortable, embarrassed, anxious, upset)?	☐ No	☐ Yes
c. Social risks (including possible loss of status, privacy and/or reputation)?	☐ No	☐ Yes
d. Data security (i.e., risk to participant from data exposure)?	☐ No	☐ Yes
e. Tied to deception involved in the study? (See DEBRIEFING section below)	☐ No	☐ Yes
f. OTHER:	☐ No	☐ Yes

g. No known or anticipated risk: ☐

If you answered yes to any of the above, please describe how each of the potential risks described above will be managed and/ or minimized:

7. Benefits

What, if any, are the benefits to the participants?   Or,   ☐   **No benefits**

a. Discuss any potential direct benefits to the participants from their involvement in the project; these might include education about research methods, useful knowledge gained about self, etc.

b. Comment on the (potential) benefits to the scientific/scholarly community or society that would justify involvement of participants in this study.

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8. Secondary Analysis of Data

NOTE: Secondary Data Analysis is described as the analysis of data involving human participants collected for a purpose other than that for which it was originally collected in order to pursue a research interest which is distinct from that of the original work. Researchers are advised to review the Secondary Data Analysis Guidelines for further information on requirements related to use of secondary data for research purposes.

a. Are you conducting Secondary Data Analysis?   No ☐   Yes ☐

If "No", please GO TO QUESTION 9

If "yes" please answer the following questions:

i. Are you using **anonymous data** (data which never included personal identifiers)

☐   No   ☐ Yes

If 'Yes,' please provide a description of the provenance of the data set:

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NOTE: Research that relies **solely** on secondary analysis of anonymous data is exempt from ethics review.

ii. Are you using **anonymized data**? (data which has been stripped of personal identifiers; no potential for data linkage)

☐   No   ☐ Yes

If 'Yes,' please provide a description of the provenance of the data set:

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iii. Are you using **identifiable data**: No

☐   ☐ Yes

If 'Yes,' please provide a description of the provenance of the data set:

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b. If you are conducting secondary analysis **using identifiable data**, please address the following:

i. Do you plan to link this identifiable data to other data sets? No

☐   ☐ Yes

If 'Yes', please describe:

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ii. What type of identifiable data from this data set are you planning to access and use?
☐ Student records (please specify in the space below)
☐ Health records/clinic/office files (please specify in the space below) Other
☐ personal records (please specify in the space below)

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iii. What personally identifiable data (e.g., name, student number, telephone number, date of birth, etc.) from this data set do you plan on using in your research? Please explain why you need to collect this identifiable data and justify why each item is required to conduct your research.

iv. Describe the details of any agreement you have, or will have, in place with the owner of this data to allow you to use these data for your research. **ATTACHMENTS: Submit a copy of any data use/access agreements.**

v. When participants first contributed their data to this data set, were there any known preferences expressed by participants at that time about how their information would be used in the future?

☐ No   ☐ Yes

If 'Yes', please explain.

vi. How will you obtain consent from the participants whose identifiable data you will be accessing? Please explain.

Note: Consent of the participants is required for research involving secondary analysis of data that includes personal identifiers. Waiver of consent may only be considered if researchers meet the additional criteria. Please consult the Secondary Data Analysis Guidelines for further information.

vii. If you do *not* intend to seek consent of participants for use of identifiable data for secondary analysis, please provide a rationale as to why:

9. Conflict of Interest

a. Is there a possibility of an apparent, actual, or potential conflict of interest on the part of researchers, the University, or sponsors? (e.g., commercialization of research findings, self-funded research, etc.)

☐ No   ☐ Yes

If yes, please elaborate and outline how the potential or real conflict of interest will be addressed:

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b. any members of the research team have multiple roles with potential participants (e.g., researcher and therapist, researcher and teacher, student/supervisor, teaching assistant and students, etc.)

☐ No ☐ Yes   If 'Yes', please review Research Involving Investigators' Students

i. Describe the nature of the multiple roles between researcher(s) and any participants

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ii. Describe how the potential conflict of interest that will emerge as a result of the dual roles will be minimized or managed

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c. Are there any restrictions regarding access to or disclosure of information/results/data at any point during the study including completion that the funder/sponsor has placed on the researchers? (These include controls placed by sponsors, funding sources, advisory or steering committees.)

☐ No ☐ Yes

If 'Yes', please describe:

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10.   Informed Consent

This section pertains to issues around informed consent.

d. Is there a relationship between participants and either of the following:

Principal Investigator: ☐ No   ☐ Yes
Person obtaining consent (if other than the PI):   ☐ No   ☐ Yes   ☐ Not applicable

If 'Yes', what steps will be taken to avoid the perception of undue influence in obtaining free and informed consent?

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e. Ongoing consent is required if the research occurs over multiple sessions or over an extended period of time. Does the research occur over multiple occasions and/or over an extended period of time (i.e., beyond 6 months)?

☐ No ☐ Yes

If 'Yes', please describe the process of how you intend to obtain *ongoing* consent?

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f. Is substitute consent involved (e.g., recruiting individuals under 16; those without capacity to consent)?
☐ No   ☐ Yes

If 'Yes', please elaborate on how consent and assent will be obtained. Please attach 1) Substitute Consent Form for the parent/guardian, and 2) Assent Form for the participant which includes all information required in the consent form but is   written in age appropriate language.

g. Is deception involved? Specifically, do you intend to withhold any information from and/or intentionally mislead the   research participants?
☐ No   ☐ Yes

If 'No', please go to question "e"

If 'Yes':

i. Please provide a description of the nature of the deception and whether it is full or partial. Please provide a rationale as to why deception (in whole or part) is required:

ii. Please append a copy of the debriefing statement

The debriefing statement needs to explain three elements:
(i) Why the experiment was developed and why the deception was necessary.
(ii) What the current research says about the topic, which includes providing two references (text, article, on-line reference) that the participants can reasonably access and understand (if you have an academic and non-academic population, you may need to provide more than one version of the debriefing statement or make sure that the references can be accessed by the least educated of the population).
(iii) Any additional resources that would be useful for the participant. Resources need to be appropriate and accessible for the participants. For example, if you are conducting a study on parenting, you could include community resources for parenting classes or recommendations for parenting guides. (source: Univ. Virginia, IRB)

Researchers must re–obtain consent from the participants once the debriefing statement has been provided. Participants shall be provided with and sign the Debriefing Consent Form.

iii.   If a debriefing statement will not be provided to the participants, please provide a rationale as to why a   statement will not be provided:

iv. For studies that are not deceptive, briefly describe the process and nature of any immediate post-study information that will be provided to participants and the rationale for providing this information (e.g., counselling or trauma resources, information links, etc.):

h. How will informed consent be obtained? (Please check all that are applicable):

☐ Informed Consent Form. Please attach draft version. Attach Substitute Consent Form and Assent Form if applicable.

☐ Verbal Consent. If informed consent is being obtained verbally, please provide a rationale regarding why verbal consent may be necessary and an Informed Consent Form is not being used. Please note that verbal consent is permissible in only exceptional circumstances where written consent is not feasible or inappropriate. Please attach draft Verbal Consent Script of what participants will be verbally told.

☐ Online consent form. Please attach draft version. If online consent is being obtained, please indicate the website where the questionnaire/survey will be hosted:

11. Data Security

Privacy refers to an individual's right to be free from intrusion or interference by others. It is a fundamental right in a free and democratic society. The ethical duty of confidentiality refers to the obligation of an individual or organization to safeguard entrusted information. Security refers to measures used to protect information. It includes physical, administrative and technical safeguards.

For a fuller description of researcher obligations surrounding confidentiality, privacy and data security issues, please consult the **Data Security Guidelines for Research Involving Human Participants**.

In light of the above, please address the following questions:

a. Will the data be treated as confidential?   ☐ No   ☐ Yes
   If "No", please provide a rationale:

b. Will the participant(s) be anonymous?   ☐ No   ☐ Yes
   If "No", please provide a rationale:

c. Describe the procedures to be used to ensure anonymity/confidentiality of participants (where applicable) –or– the confidentiality of data during the conduct of research and dissemination of results, such as data anonymization.

d. Please describe how you plan to store hard copy data securely, i.e., consent forms and other written records. Note that consent forms must be stored for 2 years.
   ☐ Locked filing cabinet
   ☐ Other

e. Please describe how you plan to store electronic data securely (such as video/audio recordings and document files)
   ☐ Encrypted and/or password-protected USB keys, laptops and/or other portable electronic data devices
   Secure Server
   ☐ Other

f. Please describe how you plan to store other formats of data (if applicable):

g. If you plan to destroy research data,
   • provide a firm date by which the data will be destroyed (mm/dd/yyyy):

- provide details of their final disposal
- for hard copy data (e.g., cross-cut shredder, etc.)

[ ]

- for electronic data (e.g., deletion and overwriting of drives; destruction of drives; etc.)

[ ]

h. If you plan to retain data indefinitely, please provide a justification (e.g., data use for future research):

[ ]

i. Describe any limitations to protecting the confidentiality of participants whether due to the law, the methods used, the nature of the sample population, or other reasons (e.g., duty to report) that you are aware of.

[ ]

j. Identify all parties who will have access to the data.
☐ Primary Investigator/student

☐ Supervisor
☐ Other (please specify) [ ]

k. Uses of the data: Please describe all forms of output that are anticipated to result from this research (e.g., presentations, written papers, placing data in an archive, creative works, documentary films, etc.). Describe how any potentially identifying information will be handled in each form of output.

[ ]

l. Subsequent use of data: Will the data potentially be used for other purposes in the future (e.g., teaching, future analysis, publishing of dataset, archiving in an institutional repository, etc.)?
    ☐ No   ☐ Yes

If 'No', the data will be solely used for the purposes described in this application and will not be used for other purposes in the future.

If 'Yes', participants must be informed of this possibility during the consent process. Subsequent use of the data for new purposes may require additional review by the REB. If 'Yes', please describe how the data will be prepared to make it suitable for future use (e.g., anonymization, storage, archiving, etc.). Please describe what future uses might occur (e.g., use within the PI's research group, transmission to other researchers, publication of the dataset, etc.). Please identify any known repositories to which data may be submitted. (The REB recognizes that all potential future uses cannot be anticipated, but does expect that data will be prepared in a manner for future uses that respects the conditions under which the data were originally collected.)

12. Additional Information

Is there any additional information that you would like to add that may assist the HPRC in reviewing your protocol?

Part C – Declarations

Student Declaration

I hereby certify that all information on this form and all statements in the attached documentation are correct and complete. I have examined the guidelines and principles detailed above, and the Senate Policy for Research Involving Human Participants, and affirm that, to the best of my knowledge, this research conforms thereto. I affirm that I have informed all members of my research team of their responsibilities as it speaks to the conduct of research involving human participants and as outlined in the Senate Policy for Research Involving Human Participants. I have advised all research team members that all human participants in the research must have signed a written consent form or have provided oral consent for their participation in the research. I hereby undertake to notify the Human Participants Review Committee via the Office of Research Ethics (HPRC) if I make changes involving the use of human participants on this project and submit the required

documents (e.g. Amendment request) to HPRC for review and approval; if these changes are not minor, my research proposal may be required to undergo a further ethics review. I understand that any misrepresentation in the proposal or attached documentation may lead to a charge of breach of academic honesty. In the case of an adverse/unanticipated event, I will notify HPRC.

I also understand that I must retain Consent Forms for two years following the completion of the research. I will also notify HPRC if any unforeseen risks not specified in the research proposal appear. In such a case, the study will be suspended pending clarification.

_____

Signature of Student   Date (mm/dd/yyyy)

Supervisor Declaration

I hereby certify that all information on this form and all statements in the attached documentation are correct and complete. I have advised the student that all human participants in the research must have signed a written consent form or have provided oral consent for their participation in the research. I have advised the student that the Human Participants Review Committee via the Office of Research Ethics (HPRC) will be advised of any changes in research methodology or any increased anticipated risks to human participants and that a further ethics review and approval is required as a result of such changes. I have advised the student that Consent Forms must be retained for two years following the completion of the research.

_____

Signature of supervisor (of Thesis/Dissertation)   Date (mm/dd/yyyy)

Section to insert Digital Signatures (if applicable):

Electronic Signature of Principal Investigator (PI)   Date (mm/dd/yyyy)

Document Checklist

Please attach the following items, if applicable, to TD2, Graduate Student Human Participants Research Protocol.

Incomplete forms will not be accepted for review.

1 **All TD2 forms must have the following attached:**
   a. Informed Consent Form(s)
   b. TCPS Certificate

2 Other Consent Documents (if applicable):

☐ Substitute Consent form (Parental/Guardian consent) — required if your research participants are under 16 years of age or without capacity to consent

☐ Assent Form — required if your research involves substitute consent

☐ Verbal Consent Script — required if you plan to seek verbal consent for any of the research participants

☐ On–line Consent Script — required if participants are asked to consent online

3 External permission and approvals (if applicable):

☐ Decisions Needed From Other REB Boards — required if your research requires ethics approval from an institution other than York University

☐ External REB approval required — certificate attached

☐ External institutional permission required — documentation provided

☐ Internal institutional permission/approval required (e.g., OIPA) — documentation provided

☐ Medical directive

☐ Research Agreement(s) — append all copies

☐ Data use/access agreements (for use in secondary data analysis)

4 Test Instruments (if applicable):

☐ Questionnaires and Test Instruments

☐ Draft interview questions, focus group questions

5 Recruitment (if applicable):

☐ Recruitment Materials: Posters, Letters, Participant Pool Advertisement, etc.

6 Debriefing (if applicable):

☐ Debriefing Letter — required if your research involves deception (see Section 10, Informed Consent for details)

☐ Debriefing Consent Document — required following administration of debriefing statement (if your research involves deception)

7 Other (if applicable):

☐ Provenance of Anonymous Data

☐ Research Team Member Confidentiality Agreement

☐ Participant Images Informed Consent Addendum

Form CW1: Course Work-Related Research Involving Human Participants

(Please print clearly or type)

Course Director	
Contact information	Office address and phone number: Email:
Course Number and Title	
Research project title	
Dates	Research to begin _____ Research scheduled to end _____

Is this a revised version of a previously submitted protocol? YES ____   NO ____
Was the last version approved or denied? Approved ____   Denied _____   Date _____

DECLARATION

I have examined the guidelines and principles detailed by the HPRC and on the Faculty of Graduate Studies Course Director Information Sheet, and I am familiar with the Senate Policy for the Ethics Review Process for Research Involving Human Participants. I confirm that, to the best of my knowledge, this research conforms to the required guidelines. I will notify the programme ethics committee if any major changes are made to the human participants' part of this research project. I will also notify the ethics committee if any unforeseen risks not specified in the research proposal arise. If this occurs, the study will be suspended pending clarification.

I am aware of my responsibilities to submit the FGS Course Reporting Form to the Graduate Programme within two weeks of the end of classes.

_____   _____
Course Director's signature   Date

ETHICS COMMITTEE STATEMENT

We, the members of this Graduate Programme Ethics Committee, confirm that we reviewed the project listed above according to ethical standards established in the Senate Policy for the Ethics Review Process for Research Involving Human Participants. We confirm that this project complies with these standards.

Graduate Programme: _____   Date Reviewed: _____

Protocol Status: APPROVED _____   NOT APPROVED _____

Committee Member Signatures:_____
_____

A **copy** of this page will be returned to the Course Director as notification of the committee's decision. The Course Director is to keep the approved protocol form for two years. The Graduate Programme Assistant will keep the **origina**l of this page and submit it to the Graduate Programme Director by May 31st for reporting.

EDUCATIONAL ELEMENT

How will you, as the Course Director, educate your students on ethical practices in research? At a minimum, the instructor should make students familiar with York University's *Senate Policy for the Ethics Review Process for Research Involving Human Participants* and the basic principles by which ethical research involving human participants is conducted. The online TCPS tutorial is a recommended resource (www.pre.ethics.gc.ca).

ADVISORY ROLE

How will you, as the Course Director, advise students of their responsibilities as researchers conducting research involving human participants?

Will you explain research design and methodology (including recruitment methods)

Yes   No

Will you explain the necessity of obtaining informed consent; what informed consent means, and how informed consent is appropriately obtained for the research that is being conducted?

Yes   No

Will you explain the concepts and importance of: confidentiality and anonymity; informing participants of risks and benefits of the research; how to properly instruct human participants; and how to deal properly with storing data, including storing signed informed consent forms for two years and signing the Graduate Student Researcher Confirmation form, confirming in writing that they adhered to the protocol?

Yes   No

PROJECT OVERVIEW

1. Research Objectives:

2. Will participants be provided with an explanation of the research prior to their participation (if no, please elaborate)?

3. What is required of participants? (If applicable attach sample questionnaire, etc.)

4. Who are the participants? Is substitute consent involved? (e.g. children youths under 18, incompetent adults, etc. – if yes, please elaborate)

5. What is the recruitment method?

6. What are the benefits to the participants?

7. What are the risks to the participants?

8. Is deception involved? (if yes, please elaborate and include debriefing details if applicable)

9. Will the participants remain anonymous? (if no, please elaborate) (Note: It is expected that participants remain anonymous unless participants explicitly give their permission otherwise, usually in writing.)

10. Will the data be kept confidential and by what method? (if no, please elaborate) (Note: It is expected that the data will be kept confidential unless the participants explicitly give their permission otherwise)

INFORMED CONSENT
INFORMED CONSENT MUST BE OBTAINED FROM ALL HUMAN PARTICIPANTS.

How will informed consent be obtained?
☐ Informed consent forms *(please attach draft version)*
☐ Letters *(please attach draft version, and explain why an Informed Consent Form is not being used)*
☐ Verbally (*please attach a draft script of what participants will be verbally told, and explain why an Informed Consent Form is not being used.)*

Your informed consent form, letter, or verbal script must contain the following elements:

- Contact Information for the Course Director and the Student Researcher
- Brief summary of the research, including objectives and methodology, or a statement indicating why this information cannot be provided (perhaps at that time) and when (if) debriefing will occur
- Risk and/or benefits to participants
- The right to withdraw, to not answer questions and to terminate participation at any time without prejudice
- The conditions that will be maintained regarding confidentiality and/or anonymity
- Any other issues the participants should be aware of
- Signature/date lines – for researcher and participant (when using an Informed Consent Form)

PLEASE NOTE, STUDENT RESEARCHERS ARE RESPONSIBLE FOR KEEPING INFORMED CONSENT FORMS ON FILE IN A SAFE AND SECURE LOCATION FOR TWO YEARS AFTER THE CONCLUSION OF THE PROJECT

SUPPORT SERVICES FOR STUDENTS
APPENDICES 8 - 11

LA&PS Academic Advising Office

The LA&PS Academic Advising Office offers year-round academic advising for all new and continuing LA & PS students. Through booked appointments offer advice, guidance, and support as well as provides strategies and guidelines for continued educational success.

In addition to the services offered, students are encouraged to seek advice from the School affiliated with their major program of study for issues pertaining to course details, exams, assignments and program requirements. Students may also seek support through the services offered by the Counseling Centre, Essay Tutoring Centre and Career Services.

Centre for Student Success Academic Advising Office 103 Central Square
416-736-5222
Fax: 416-736-5294
Website: http://www.yorku.ca/laps/students/current_student_advising.html
Hours of Operation: Monday –Thursday: 9:00am-6:30pm
**   Friday: 10:30am-4:30pm**

The Writing Department

The Writing Department combines the resources and offerings of the units previously known as the Centre for Academic Writing in the Faculty of Arts and as Atkinson Writing Programs in Atkinson College. The Writing Department provides credit courses and, through its Writing Centre, one-to-one and small group instruction.

Writing is one of the most challenging things we do. It allows us to articulate, expand and clarify our thoughts. In university, it is the main way in which students communicate with instructors. In both school and the workplace, good writing is rewarded. Your university education provides you with the opportunity to develop your thinking and writing skills. At York we recognize the importance of good writing and also how challenging it is for all of us. The Writing Department exists to help you become a confident and excellent writer.

Making Appointments
The first step towards making appointments is to enrol with the Writing Centre. Come in person to S329 Ross Building to complete an enrolment form that provides us with information about your courses and the times that you are available to meet with a writing instructor. Within a few days of completing the form we will let you know the instructor(s) with whom you will be working and you can begin making appointments. Appointments can then be made by phone (416-736-5134) or in person (S329 Ross). For more information please visit the site at http://www.yorku.ca/laps/writ/

ENGLISH AS A SECOND LANGUAGE (ESL)

AP ESL 1000 6.0 Canadian Language and Culture
x-listed to AP/HUMA 1220 6.0

First year Humanities Foundation Course

This course has two main objectives. First, it aims at fostering language skills which students using English as a second/additional language need to succeed academically in the multicultural, English-medium at York. The course accomplishes this goal primarily through content, rather than explicit language exercises, as is appropriate to learners at the university level. Second, the course aims to promote students' awareness of various aspects of Canadian society through the discussion and analysis of a range of texts exploring themes such as language and communication, culture, identity and Canada's diverse communities.

Note: This course comprises the English as a second language requirement for incoming English as a second language students. It may be counted as fulfilling the general education Humanities requirement. Course credit exclusions: ESL 1450.

AP/ESL 1450 6.0 Thinking About Contemporary Canada
x-listed to AP/HUMA 1745 6.0

First year Humanities Foundation Course

This course examines issues critical to Canadian society and culture through texts representing a range of voices and genres - from text to film, official to creative, rooted in Canada to immigrant. Key themes include those of arrival, belonging and the idea of nation. The course also aims to enhance English language and critical thinking skills necessary for academic success in university study.

Note: This course comprises the English as a second language requirement for incoming English-as-a-second language students. It may be counted as fulfilling the general education Humanities requirement. Course credit exclusions: ESL 1000.

ENGLISH AS A SECOND LANGUAGE – OPEN LEARNING CENTRE (ESL - OLC)
Location: 311 South Ross - Website: http://eslolc.laps.yorku.ca/contact/

The ESL Open Learning Centre (ESL-OLC) offers the following support for students:
- One-on-one Tutorial Sessions (50 min.) on specific language needs;
- Small Group English language learning sessions (50 min.);
- Monthly 60 minute Pronunciation Workshops.
- Drop-in sessions in the Learning Commons (Scott Library 2nd Floor)

Students may request help in any aspect of English: listening, reading, writing, speaking. The Centre is open to ALL registered York students; graduate and undergraduate students are welcome

STUDENT ACCESSIBILITY SERVICES (SAS)

http://accessibility.students.yorku.ca/

To register with Student Accessibility Services, students must be enrolled in degree-granting programs on the Keele campus of York University. As part of registration, students must upload copies of their disability related documentation to our online form:

Student Accessibility Services Registration

Information about documentation requirements is available from our Registration Documentation page. Please review this information. Academic accommodation setting is a collaborative process. As such we need to meet with students to review and discuss documentation prior to putting accommodations in place. Understanding a student's course/program demands is integral to the setting of accommodations. Students will be contacted via email about scheduling an appointment once their registration information has been received and will be booked an appointment within the next two weeks to meet with an Accessibility Counsellor.

Student Accessibility Services provides educational support to students with documented disabilities in accordance with the Ontario Human Rights Code and York Senate Policy on Academic Accommodation for Students with Disabilities.

Hours of Operation
9am to 4:30pm - Monday, Wednesday, Thursday, Friday*
9am to 7pm – Tuesday
*Throughout June, July and August, SAS offices are closed noon-1pm each day and they close at 3:30pm on Fridays.
Incoming students with general inquiries can contact Student Accessibility Services at 416-736-5755.

Location: W128 Bennett Centre for Student Services
Tel: 416-736-5383
Provides educational support to students with documented learning disabilities, attention disorders, and Autism Spectrum Disorder (ASD).

Location: N204 Bennett Centre for Student Services (as of May 7)
Tel: 416-736-5350
Provides educational support to students with documented mental health disabilities.
Please note: on Monday, May 7, 2018, reception for our N204 "Bennett Centre" location will move from its current location in N110 "Bennett Centre" to our N204 suite.

Location: N108 Ross Building
Tel: 416-736-5140
TTY: 416-736-5263
Provides educational support to students with documented physical, sensory & medical disabilities.

LETTERS FROM STUDENT ACCESSIBILITY SERVICES (SAS – Formerly CDS)

Guide for Faculty
http://ds.info.yorku.ca/faculty/letters-from-counselling-disability-services-cds/

CDS provides support services to students with and without disabilities. Please note that letters formally labeled as a 'letter of accommodation' pertain solely to students with diagnosed disabilities and come from a Disability Service– not from Personal Counselling Services.

1) **Letter of Accommodation:** Only students with a diagnosed disability and who are registered with one of the Disability Services receive this letter. The students are instructed to deliver the letter to each of their Course Directors early in the term. If Course Directors receive a letter of accommodation from a student (it will name the student, the disability counsellor at CDS, and reference the human rights code) they need to make every effort to accommodate the student.

Please read thoroughly and keep this letter in a safe place and make sure that you or your TA's keep track of all such letters, preferably noting the date you received it. These letters will state the recommended classroom and exam accommodations that are meant to "level the playing field" for students with disabilities; in other words, to allow students to demonstrate their mastery of the course content without being "penalized" for their disability.

If a Course Director does not accommodate, it is the Course Directors' responsibility (and subsequently the university's if any complaints are brought forward by the student to a human rights tribunal claiming discrimination on the basis of disability) to demonstrate that accommodating the student would actually undermine academic integrity. For example, the Course Director refuses to administer an oral test for someone because s/he thinks the student needs to be able to write the answers; or the Course Director won't allow a student to have an open-book format because s/he believes the material must be memorized; or the Course Director specifies that all students must participate in group work and if they cannot, they forfeit the grade for participation. In other words, Course Directors are responsible for justifying why the selected method of evaluation is an essential core requirement for the course/degree. According to human rights legislation, one is justified in denying academic accommodation only if the accommodation truly undermines the essential core requirements of the course/degree. If you are confused about how to accommodate students fairly, feel free to contact the counsellor named on the letter and discuss ideas with them. At times, determining appropriate academic accommodation may require a discussion with the student, the disability counsellor from CDS, and the faculty member.

2) **Letter of Support:** This is different from an accommodation letter and has no legal basis. It is aimed at letting you know with the student's consent, that there are extenuating circumstances that might affect the student's performance. You are not

obliged to do what is being suggested in the letter. It is a suggestion that the CDS counsellor (whether that be a counsellor in Personal Counselling Services, in Learning Skills Services or in one of the Disability Services) and the student are asking you to consider. This letter may be written by a personal counsellor with whom the student has been meeting to resolve any number of distressing issues. The student may, or may not, have a diagnosed disability; **this letter is not an "official" letter of accommodation – it is a request being made by a counsellor who has knowledge of the student's situation.**

3) **Form Letter:** There is a third type of letter that may be provided by CDS to a student – usually after having met only once for an initial consultation with a personal counsellor. Course Directors often ask for some sort of documentation indicating that there was an issue in the student's life that prevented him/her from showing up to write a test or submit an assignment on time. They may send the student to CDS to get that documentation. The student presents at CDS for either a 'crisis' session (if s/he tells us the situation is urgent) or for a regular initial consultation. The student asks us – usually at the end of the session - for a letter to support whatever request s/he is making of the Course Director/TA. The letter that we provide to students in these instances is a form letter stating that they met with us on a particular day and that we cannot verify their story. The wording is something like "As my interaction with this student consisted of a brief intake interview, it is not possible to determine the veracity of the information provided to me at this time." The letter is simply a confirmation that the student came to see us and took part in one session; in these circumstances, we can neither confirm nor deny the claims of the student nor are we saying that we support the student's request.

When students come to us for the sole purpose of getting a letter of support rather than to deal with their counselling-related issues, they take up the time that could be spent attending to a student who is in need of psychological assistance. Our wait times are often long and having students who are not already clients come to us 'for a letter' makes those times longer and does nothing to help the student.

Since the counsellor may be even less familiar with the student than the faculty member, we actually discourage faculty members from sending students to CDS for this type of "documentation"; rather, the course instructor should make his/her own determination of the veracity of the student's situation and take action as deemed appropriate. However, please do continue to send students to us for counselling regarding emotional/psychological issues that are troubling them or getting in the way of their academic performance.

NOTE: If you are confused about the content of any letter that you receive from CDS, please contact the counsellor who signed the letter. If you are still confused or concerned, please contact the Executive Director of CDS.

Keele Campus Map

YORK UNIVERSITY KEELE CAMPUS COLOUR