

**Faculty of Liberal Arts & Professional Studies**

**YORK UNIVERSITY**

**2017 – 2018**

**Handbook**

**Teaching Sociology @ York**

**for All Faculty and Teaching Assistants**

**2060 Vari Hall**

**phone: 416-736-5015**

Revised June 2017

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## ***FACULTY and STAFF***

### **Full-Time Faculty**

Karen Anderson  
Pat Armstrong  
Sylvia Bawa  
Margaret Beare  
Kathy Bischooping  
Deborah Brock  
Sheila Cavanagh  
Rina Cohen  
Deborah Davidson  
Joseph DiGrazia  
Lorna Erwin  
Amber Gazso  
Luin Goldring  
Mark Goodman  
J. Paul Grayson  
Ratiba Hadj-Moussa  
Barbara Hanson  
Robert Kenedy  
Ann Kim  
Chris Kyriakides  
Fuyuki Kurasawa  
Lawrence Lam  
Guida Man  
Nancy Mandell  
Aryn Martin  
Radhika Mongia  
Carmela Murdocca  
Marcello Musto  
Eric Mykhalovskiy  
Michael Nijhawan  
Michael Ornstein  
Hyun Ok Park  
Alice Propper  
Norene Pupo  
Hira Singh  
Glenn Stalker  
Penni Stewart  
Mark Thomas  
Philip Walsh  
Lorna Weir  
Lesley Wood

### **Professors Emeriti**

Anne-Marie Ambert  
Paul Anisef  
Himani Bannerji  
Alan Blum  
Saroj Chawla  
Jack Craig  
Gordon Darroch  
Leo Davids  
Desmond Ellis  
Cliff Jansen  
Peter Landstreet  
Michael Lanphier  
Stephen Longstaff  
James Moore  
Janice Newson  
John O'Neill  
Gottfried Paasche  
James Porter  
Anthony Richmond  
Alan Simmons  
Tony Turritin

### **Departmental Officers**

Lesley Wood, *Department Chair*  
Deborah Davidson, *Undergraduate Program Director*  
Harris Ali, *Graduate Program Director*

### **Administrative Staff**

Vicky Artamonov, *Program Secretary*  
Debbie Best, *Undergraduate Program Advisor*  
Zuzana Chovancova, *Undergraduate Program Assistant*  
Sue Foster, *Digital Media Resource Administrator*  
Rita Kanarek, *Admin. Secretary to the Chair*  
Kathleen Lidbetter, *Graduate Program Assistant*  
Lorraine Mar, *Administrative Secretary*  
Jacqueline Siebert, *Administrative Assistant*  
Monica Sotter, *Undergraduate Program Secretary (on leave)*  
Audrey Tokiwa, *Graduate Program Admin. Assistant*

## **GETTING STARTED**

### **The Sociology Department**

The Sociology office is located in 2060 Vari Hall. Office hours are 8:30 am to 4:30 pm; Monday to Friday. Counter hours for undergraduate students are 8:30 am to 4:30 pm. During the months of June, July and August the office closes Friday at 3:30 pm. If you come by when the counter is closed to undergraduate students, you are still welcome to come in, drop by.

### **Office Allocation and Graduate Student Lockers**

Sociology Teaching Assistants (TAs) are assigned offices in Vari Hall and are required to provide a minimum of one hour per week office time for students. Office hours are to be held in assigned offices, not alternate locations, such as library, cafeteria, restaurant, pub or coffee shop, on or off campus.

Unreserved study carrels are available for a refundable \$10.00 key deposit. Book lockers are provided for SOCI grad students at no charge but students must provide their own lock. To reserve office space or a locker, please contact Lorraine Mar, 2060 Vari Hall, 416-736-2100 ext. 77982; marlor@yorku.ca

### **Office Hour Timetables**

All course directors (CDs) and teaching assistants are required to complete a timetable, indicating teaching hours, room location, office hours or details that would assist staff to relay correct information to students. We circulate this form electronically in early September. Prompt return of your completed form is greatly appreciated; please return a hard copy to the SOCI office, 2060 Vari Hall or an electronic copy to [marlor@yorku.ca](mailto:marlor@yorku.ca)

### **Computer Services**

York University offers an array of computing resources and services for faculty. Visit the following website for further information: [www.yorku.ca/computing/facultystaff](http://www.yorku.ca/computing/facultystaff)

### **Committees**

In early fall, the York Sociology Graduate Association (YSGA) holds a meeting to elect representatives to various Graduate Program and Departmental Committees: Executive Committee; Appointments Committee; Colloquium Committee; Undergraduate Curriculum Committee; Teaching and Learning Committee and the Tenure and Promotions Committee. Details concerning membership and responsibilities of these committees will be discussed at the first YSGA meeting. Please consult Audrey Tokiwa for relevant information.

## **DEPARTMENT RESOURCES**

### **Telephones**

Certain TA offices in Vari Hall are equipped with telephones and there is one in the graduate student mailroom, 2071 Vari Hall. Please be advised that *long distance calling* is **not** available on these lines.

### **Photocopying**

It is a York University policy as well as a Liberal Arts and Professional Studies Faculty-wide policy that all departments adhere to the Copyright Act when photocopying material for course use. Instructors are not permitted to photocopy course materials that may violate the Copyright Act. If a teaching assistant wishes to reproduce materials for a course that do not infringe upon the Copyright Act, they must consult the course director and work through their faculty secretary. Refer to the following URL for copyright details. <http://copyright.info.yorku.ca/> If you require detailed information regarding copyright, email [copy@yorku.ca](mailto:copy@yorku.ca)

### **Computer Lab – Access, Protocol, and Printing**

The SOCI Grad Student Computer lab is 2076 Vari Hall. Nine workstations are equipped with CDROM, Windows XP, Microsoft Office, NVIVO and statistical software packages (SPSS) as well and a laser printer/scanner. These computers are connected to the Faculty of Liberal Arts and Professional Studies Local Area Network (LAN), which is connected to the York campus-wide network. Access to the Computer Lab is controlled by a security keypad

number. Workstation access requires a LOGIN ID. York e-mail ID serves as your LOGIN ID. When you have your e-mail ID, contact Audrey Tokiwa to have your LOGIN ID and password authenticated. If you encounter a problem with equipment, please report to Jackie Siebert or Audrey Tokiwa. Please treat computers and fellow users respectfully. Users must use discretion when working with confidential materials such as exam questions, assignments and grades.

Printing in this Computer Lab is controlled by a print release station, whereby printing cards are purchased from the Copy Centre on the main floor of Scott Library. Costs are subsidized by SOCI for course-related printing.

The Computer Lab is *not* exclusively for the use of graduate students and teaching assistants. Course directors, as well as undergrads representing Sociology Undergraduate Student Association (SUSA) who are engaged in Committee work also have access.

Sessional course directors and graduate students have access to York's electronic mail and many on-line resources, library materials, databases, discussion/news groups as well as file transfer and storage capabilities.

Students require a York e-mail account to access the computer lab and free downloadable software, by visiting: [www.yorku.ca/computing/students](http://www.yorku.ca/computing/students). Internet and computer help is available to the York community at (UIT) University Information Technology *Helpdesk* in the Computing Commons, William Small Centre, 416-736-5800 or [helpdesk@yorku.ca](mailto:helpdesk@yorku.ca). Faculty requesting email accounts should call the *Helpdesk* or visit [www.yorku.ca/computing/facultystaff/](http://www.yorku.ca/computing/facultystaff/)

### **Qualitative Research and Resource Centre**

The Department of Sociology's Qualitative Research and Resource Centre (QRRC) located in N141 Ross was established to promote the study and practice of qualitative inquiry and can accommodate a range of studies including focus groups, longitudinal research, narrative inquiry, natural observation and group interviews.

Research facilities and resources include: study design consultation, technical advice and support, reference materials, qualitative software, audio and videotaping, transcription equipment, and observation facilities. The Centre organizes workshops and fora on issues of interest to qualitative researchers (416)736-5014.

### **Ernest Lilienstein Library**

2094 Vari Hall is a very special space that was donated by Lois Lilienstein, wife of the late Ernest Lilienstein, a long-time York professor of sociology, who passed away in 1998. This 'great, good place', our unique, intimate, inviting space is available for quiet reading, writing, conversation, relaxing, small committee meetings, and oral defenses. This room is *not* for classes, office hours or make-up exams. Please check the booking schedule by calling the department of Sociology, 416-736-5015, if you wish to use this space. Priority is given to Department and Graduate Program standing committee meetings.

### **Sociology Common Room**

2101 Vari Hall is purposed for Department and Graduate Program meetings, committee meetings, social functions, colloquia, films, etc. If you would like to book the Common Room for a sociology related function, please contact the department, 416-736-5015 to check the availability. It is also available during unreserved periods for informal gatherings and coffee. The Common Room is *not* available for classes.

## **UNIVERSITY RESOURCES**

### **I.S.R. Statistical Consulting Service**

York University's Institute for Social Research provides Statistical Consulting Services. By appointment, York community members may consult specialists regarding statistical and research design problems. The Statistical Consulting Service offers short courses on computer data analysis and statistical methods. With knowledge acquired in these short courses, you may use the Sociology Computer lab in Vari Hall to conduct data analysis. For more information please visit the website: [www.isr.yorku.ca](http://www.isr.yorku.ca) or contact them by calling 416-736-5061.

## **PREPARING YOUR COURSE**

### **Course Outlines**

Senate Committee on Curriculum and Academic Standards has set new guidelines for the preparation of course outlines. Please note that the Undergraduate Program reviews all syllabi to ensure compliance with the guidelines. If you have any questions, please contact Deborah Davidson at [debd@yorku.ca](mailto:debd@yorku.ca) .

The guidelines and a template are available on the website of the [Academic Standards, Curriculum and Pedagogy Committee \(ASCP\)](#). Please see: <http://secretariat.info.yorku.ca/files/CourseOutlineGuidelines.pdf> .

The preparation of course outline/syllabus, topics, calendar, assignments, grade breakdown and reading list are the sole responsibility of the course director. However, the course director and teaching assistants must act as a team to implement the course delivery as per course outline and must collaborate to communicate even the most minor change to the syllabus, giving both oral and written notice to students. Changes to grade components or course weight can ONLY be made within the first two weeks of the course; after that time, any change [to be made in exceptional circumstances ONLY] requires unanimous, written consent of all students.

***Note:** It is advisable to document dates, changes and communications with students in writing and/or e-mail.*

If changes are needed, assure that the process of securing student consent is transparent, that agreed upon changes are communicated in writing, thereby eliminating grounds for potential student appeals. Appeals arising from these matters are time-consuming for the course director, teaching assistant, office staff as well as the appeals committee.

Course outlines are considered the intellectual property of the author. This does not mean that a course director who takes on a course that has been taught before must develop an original course outline. In some cases, for example, a course director teaches for one term only, while the faculty member who customarily teaches is on leave or sabbatical. The regular CD may invite his replacement to use part or all of an existing course outline. The Department favours the use of an established course outline, when this is agreeable to the author. In such cases, new CDs must be meticulous to ensure that the course outline is original or, if borrowed in part or whole, that consent from the author has been obtained, and documented by an exchange of letters or emails. Replacement readings and topics offered by the new instructor can be flagged as “new” in the outline. Typically, somewhere near the beginning, there is a statement acknowledging contributions of the author. Originators who may be concerned about future ownership of parts of their outline may consult with their bargaining unit (CUPE or YUFA) and/or consult the Secretariat for assistance with the wording of their consent and acknowledgement statement.

**A copy of your course outline must be submitted to the Sociology Office (2060 Vari Hall) at least two weeks prior to the start of the term; an electronic copy is required for our files. An electronic copy of all student handouts must also be sent to your secretary.**

If you have been teaching for a number of sessions and have few changes to your syllabus, please allow lead time for duplication, as late signing contract faculty require last minute assistance to pull together materials.

### **Books and Supplies Fund**

Desk copies are normally provided by publishing houses for course directors and teaching assistants. In the event that an instructor must purchase a textbook for an assigned course, the University provides a Books/Supplies Fund to cover costs incurred. If this is the case, please give your receipt to Jackie Siebert, who will facilitate your claim for reimbursement.

## ***Textbook and Course Kits Orders***

### **IMPORTANT:**

**Textbook Order Due Dates 2017-18**  
**Fall and Fall/Winter 2017-18 - June 1, 2017**  
**Winter 2017 - October 1, 2017**  
**Summer 2017 - March 20, 2017**

If you submit your order directly through the online ordering system at the bookstore, [www.bookstore.yorku.ca](http://www.bookstore.yorku.ca), click on "Faculty Services", click on "Online Course Book Request.

Please add your faculty secretary's email contact information under "Coordinator Name and Email" so that we have a record of your order.

Please include the following information when submitting orders to your secretary:

- Course code, section, academic term and estimated number enrolled
- Title, author, publisher, edition and ISBN number
- Edition preference? Paper or hardcover edition?
- Is this REQUIRED or OPTIONAL reading
- Approximate month(s) to be used during the term
- Whether accompanying workbooks, study guides, CD-ROMs are recommended, optional, or not necessary
- Number of desk copies required for yourself and/or TAs

When there is an option ordering books, please consider the cost to our students.

### **Desk Copies**

Certain publishers do not supply desk copies or will not supply the sufficient number of desk copies to us. If you have copies of the text from a previous year, please inform your faculty secretary.

The two textbook buyers are located on the lower level of the bookstore behind the information desk. Contact Patricia Armour, ext. 20945, email: [parmour@yorku.ca](mailto:parmour@yorku.ca) or if she is unavailable, Alan Madsen, ext. 40730, email: [amadsen@yorku.ca](mailto:amadsen@yorku.ca)

### **Course Kits:**

To discuss your options for creating a course kit for a course or to place an order email [ckits@yorku.ca](mailto:ckits@yorku.ca). You may also visit the Copyright Clearance Centre at 043 Central Square or call them at ext. 22960.

**Deadlines for Course Kits orders: Fall – July 15, 2017, Winter – October 20, 2017**

### **Copyright Guidelines**

<http://copyright.info.yorku.ca/>

Questions? Email: [copy@yorku.ca](mailto:copy@yorku.ca)

### **Audio Visual Equipment Requests**

Audiovisual equipment or film orders for lectures or tutorials must be placed *at least one week in advance* through your faculty secretary. A \$12.00 surcharge on late requests is charged to the Department. Order with discretion please, as your oversight stresses our operating budget.

### **Room Changes**

If you *must* make a room change, e-mail Undergraduate Program Assistant Zuzana Chovancova ([zuzanach@yorku.ca](mailto:zuzanach@yorku.ca)). Include the following: course number, section, date and time, along with a convincing



rationale for the change. A change *may* be possible, but often it is not – particularly within the first few weeks of a term.

### **Printing Class Lists**

The online application can be accessed at one of the following places:

- <http://computing.yorku.ca/class-lists-sis/> click link near bottom of page
- [www.yorku.ca/yorkweb/fs.htm](http://www.yorku.ca/yorkweb/fs.htm) click “class list” under Academic Resources.

A Passport York account is required to log in. This application accesses the database in real time so lists are accurate, sortable and available in a number of formats. Questions regarding this application should be directed to the UIT Helpdesk in the Computing Commons, William Small Centre, (voice: 416-736-5800, email: [helpdesk@yorku.ca](mailto:helpdesk@yorku.ca)).

### **Field Trips**

If you schedule a field trip or time away from your class, please notify staff in the SOCI office with details. Invariably, we receive at least one query from a student who is unaware of the change or has misunderstood directions.

### **The First Course Meeting**

Teaching assistantships provide grad students with an opportunity to lead a tutorial group. TAs are a contractual relationship and assistants are required to be available on campus beginning September 1, 2017. During this week, course directors should meet with their teaching assistants to discuss the course and to negotiate mutual expectations regarding roles. Course outlines and texts should be made available to assistants as early as possible. Please note that course directors do not have the authority to exempt teaching assistants from their contractual obligation to be present on campus as of September 1, 2017.

The Department recommends that course directors ask teaching assistants for feedback prior to distribution of information to students. Feedback will allow advance consideration of workload implications of assignments and projects.

### **Student Essays**

Department policy requires that students give assignments and essays directly to teaching assistants and/or course directors during lectures, tutorials or office hours. **Essays or assignments will not be accepted, signed in, date stamped or held in the Sociology office.** Please advise students to keep a back-up copy and to be able to produce one if necessary. The graduate mailroom (2071 Vari Hall) closes at 4:25 to Undergrads, it is not monitored and the Department is not responsible for work that goes missing.

There has been theft of student essays in the past and we urge course directors/teaching assistants to make every effort to return essays to students personally, either in lectures or tutorials. Course directors who have mailboxes in the SOCI office, are requested to encourage students NOT to ask staff to place essays in your mailbox. The office simply cannot accommodate the volume nor do we have sign in service so we cannot assume responsibility for student essays.

## **TUTORIALS AND TUTORIAL GRADING**

### **Tutorials during the First Week of Classes**

This academic year classes begin **Thursday, September 7, 2017**. It is department policy that teaching assistants attend their first tutorial, as a significant number of students attend the first tutorial - do not disappoint them. This meeting provides an opportunity to distribute the course outline, discuss textbooks and respond to student questions about the course; they appreciate receiving advance information to allay their anxieties.

### **Taking Attendance in Tutorials**

Courses where tutorial participation comprises a portion of the final grade, a detailed record of student participation is required. The Department is frequently asked for an account of student attendance and/or participation. This can be crucial to the outcome of a student petition, so it is mandatory that tutorial leaders record attendance. This information must accompany the grade breakdown data for each tutorial group and submitted to the department at the end of the term (Attendance policy adopted by the Department May 2000).

### **Work Load**

The following is taken from a memo sent by the Dean's Office, February 3, 1981 concerning CUPE 3903 Unit 1 teaching assistants' workloads and potential CUPE local 3903 grievances

The Collective Agreement clearly defines management's right to assign work to teaching assistants. An assignment must include both the tasks and the time allocation for various tasks concerned. If an explicit allocation of time and tasks are made by the course director, the Contract requires the teaching assistant to comply. It is important that course directors take a formal approach to providing direction to teaching assistants.

Teaching assistantships are contractual with terms and conditions of work outlined by the CUPE 3903 contract and York University - workloads must be negotiated between the Course director and Teaching Assistant. The Contract limits the workload of Unit 1 teaching assistants, to a maximum of 270 hours over the academic year for a full-year course (135 hours for a one-term course). This is based on an average of 10 hours per week for 27 weeks. It is assumed that these hours include all work assigned to teaching assistants as well as attending lectures, class preparation, office hours, correspondence, as well as formal student contact and grading.

In early September course directors and TAs are required to complete a Teaching Assistant Workload Form and have it signed by the both parties. In January, the initial workload form will be reviewed and revisions made where necessary to ensure that duties and responsibilities can be completed within the time allocated. Signed workload forms are mandatory under the CUPE 3903 Unit 1 Collective Agreement. Failure to comply necessitates the Department to forward your name to the Associate Dean, Faculty of Liberal Arts and Professional Studies. If you require assistance completing your workload form, please contact Jackie Siebert, Assistant to the Chair.

Teaching assistants must adhere to the plan agreed upon with the course director, within the prescribed hourly limits. If there is an indication that work load norms are being exceeded, the teaching assistant is obliged to report and to discuss the situation with the Undergraduate Program Director or the Administrative Assistant to the Chair, Jackie Siebert, immediately.

### **Absence/Illness**

The CUPE contract specifies that teaching assistants must attend course lectures, as knowledge of lecture content is essential to the success of tutorial meetings. Attendance is important even when a teaching assistant may be in the same course with the same course director in a subsequent term or year.

If you are unable to fulfill your obligation to meet your class as a result of illness, jury duty, etc., you are required to notify your supervisor (the course director) as soon as possible. If arrangements are not made for someone to cover your class(es) (such as exchanging hours with another teaching assistant or the course director, you must call the office to notify us of the cancellation so that we may post this information for students. If possible, please post a notice on your course website or e-mail students to notify them of the cancellation. Tutorial replacements must be authorized by the Associate Dean of LA&PS in advance. **Please note that the Associate Dean will not authorize replacement teaching in the case of a first absence in any tutorial.**

## **Grading Written Work**

Teaching assistants should routinely provide comprehensive and constructive comments to students on their written work. Responses from students about feedback are overwhelmingly positive - they require your comments. Feedback helps students to understand scholarly merit or lack of criticality. Please encourage students to make use of appropriate facilities, e.g., the Writing Department: <http://writing.laps.yorku.ca/> or other relevant resources.

## **Graded Feedback to Students by Drop Deadline**

*Course directors and teaching assistants must provide graded feedback to each student on course work prior to the official drop date.* Feedback to students provides a mechanism by which students can be apprised of their progress or make an informed decision about withdrawing from a course. Communicate these timelines to them and please help them make an informed decision to stay or to withdraw from your course.

Students must receive graded feedback for a minimum of 15% of the course grade for Fall Term or Winter Term, and 30% for 'full year' courses offered in the Fall/Winter Term before the deadline for withdrawing from a course without receiving a final grade. Senate Policy (#:Sen 010) for Grading Scheme and Feedback Policy: <http://www.yorku.ca/secretariat/policies/document.php?document=86> Senate Grading Scheme and Feedback Policy states that the grading scheme (i.e. the grade breakdown and weights of assignments, essays, exams, etc.) must be announced and be available in writing (course outline), within the first two weeks of class, and that graded feedback must be provided to the student prior to the drop dates for final grades.

For example, a full year 6 credit course, with two course directors, (one in fall, another in winter), students must be provided with the grading scheme for both the fall and winter terms in the course outline that is distributed in September. Instructors are urged to provide more feedback where possible and note that we are "obligated" to provide this information.

The drop deadlines for the 2017 – 2018 academic year are:

Fall Term Course:	November 10, 2017
Full Year Course	February 9, 2018
Winter Term Course	March 9, 2018

## **Tutorial Grades**

Students may query the grading of specific pieces of work, or an overall course grade, by filing a grade reappraisal with the Sociology Undergraduate Program Committee. However, grades for tutorial attendance, participation, and/or seminar presentations, which do not consist of written work, cannot be reassessed. We urge you to explain clearly at the beginning of the term how the tutorial portion of the overall grade in your course is to be assessed.

## **Marking Scheme**

Grades on assignments may be given to students as a letter grade (A+, A, B+, B, etc.), percentage, or absolute numerical grade (e.g., 6.8/10). *The format must be set by the course director early in the course, communicated clearly to the teaching assistants, and relayed to students.*

## **Advising Students**

You have a critical role in supplying students with academic advice and helping those in danger of failing the course, prior to the last day of withdrawing from the course. Urge students to make an informed decision by considering all of their circumstances (academic, personal, family, employment).

## **Invigilating Tests and Exams**

Every effort must be made to ensure that there are no dishonest practices at exams. Invigilate actively! Sit at the front of the room. Particularly in larger rooms, circulate and observe the room from a variety of angles. Do not

mark papers, read, or chat at length with fellow invigilators. If you require additional invigilators for your course, please contact Jackie Siebert.

### **Submitting Final Grades**

Prior to your departure from your end of term teaching commitment, you must make certain you have returned all written work (with the exception of final tests or assignments which must be retained in the SOCI office) to your students, submitted grades, grade breakdown and final exams/essays in alphabetical order and by tutorial group to the course director by an agreed deadline, prior to university imposed timelines. It is the course director's responsibility to submit final grades, grade breakdowns, grade profile and final exams/essays (in alphabetical order, by tutorial group number) to the department along with the rationale. An example of the grade breakdown spreadsheet is included in this handbook in Appendix A & B. ck page at the end

**Important:** Along with the grade breakdown, you must include due dates of each graded component (tests, essays, exams) **and** the dates that the graded tests/essays/exams were returned to students or the date by which grades were made available to students. Senate Policy 010 requires that students must receive at least 15% of the course work for the Fall Term and Winter Term course, and 30% for "full year course" before the deadline for withdrawing from the course. It is not uncommon that students' petitions for late withdrawal from a course be granted by the Petitions Committee, Faculty of Liberal Arts & Professional Studies if the above information is not provided when completing relevant form(s) in this case the Course Performance Summary.

Learning Technology Services provides a simple electronic grade-book for your course or tutorial if you wish. For more information visit <http://www.yorku.ca/lts/forms/gradebook.html>

Due dates to submit final grades to the Department are established by the Registrar's Office. Final grades are due within five business days after a final examination. If a final take home exam is given and the due date is during the formal exam period, final grades are due within five business days following the due date.

All final assignments (exam or essay) must be submitted to the SOCI office, arranged alphabetically by surname and tutorial group number. It is policy that the department keeps students' final work for 12 months. They have the right to see their final exam/essay after final grades have been formally released online by the Registrar's Office. After 12 months, final exams/essays are destroyed.

Teaching assistants are responsible for providing all relevant information related to final grades even though their contract is finished as of April 30, 2017. Teaching assistants must notify the Undergraduate Office if they change their address or telephone number so that staff are able to contact them.

## **COURSE GRADING**

### **Tests or Examinations**

Senate legislation states that no examinations or tests *collectively* worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms. Tests and examinations scheduled during the term must be held within the hours regularly scheduled for that course. Exercise tight security for exams; they should be stored in the SOCI office.

Students who cannot write a formally scheduled examination due to a religious commitment should contact the course director no later than three weeks prior to the start of the examination period to arrange an alternative examination date. Students must complete the Examination Accommodation Agreement Form. For more information on the Religious Accommodation Guidelines, please visit the website:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

York has an Attending Physician's Statement (APS form) available from the Registrar's website. Professors can require the APS to support a student's medical claims. <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

### **Make-Up Tests**

If a student requests a make-up test, it is the course director's right to request documentation before granting a make-up test or a deferred standing. Alternatively, you could have a written policy of no make-ups, with the weighting of the missed work to be distributed over the remaining work, or to be added to the final exam. Some course directors have been known to opt for a mix of the two, with one or two prearranged make-up dates. If the student also misses the make-ups, the weight of the missed work is redistributed. Of course, course directors have varied greatly in what they accept as grounds for special consideration. Note that the Course director (not a TA or support staff), is responsible for invigilating any make-up tests.

Once the term of study for a course is over, the student will become eligible to petition for deferred standing. The Petitions Committee will not entertain petitions for deferred standing while a course is in progress.

### **Deferred Standing**

Students may be eligible for a deferred standing in your course on grounds of sickness, accident, or personal or family misfortune. A *Deferred Standing Agreement* is an option for course work (essay or exam) that cannot be completed by the end of a course for valid reasons with supporting documentation, and/or a student is unable to attend a scheduled final examination or submit a paper. The student must contact the course director to request a deferred standing agreement within one week following a missed examination or the last day to submit course work. The DSA is a contract between student and course director; both agree on a date by which work must be completed/submitted, within Registrar timelines. The course director (not TA) must sign the Deferred Standing Agreement.

***IMPORTANT:*** Please ask the student to bring completed, signed form to the Department; we will forward it to the Registrar's Office and we keep a copy on file in the department. This form prevents a student grade from automatically defaulting to an F, for lack of a final grade.

Faculty of Liberal Arts & Professional Studies deadline for submission of revised final grades for fall courses are April 1, 2017, and for winter courses and full year courses are August 1, 2017. This means that the Registrar must receive the revised final grade before the deadline. The agreement may not be used for supplementary work and there is no provision to re-write a final exam to improve a final grade.

<http://www.registrar.yorku.ca/exams/deferred/>

Please note that the course director has the discretion to not sign a deferral. The student must petition for a deferral if they wish to pursue a deferral that has been declined by the course director.

<http://www.registrar.yorku.ca/petitions/academic/>

### **Alternate Examinations**

York's Office for Students with Disabilities and the Registrar's Office work in partnership to support alternate examination and test accommodation services for students with disabilities at the Keele campus.

***Please note:*** Course directors must email a copy of their examination to the Registrar's Office at [altprof@yorku.ca](mailto:altprof@yorku.ca) at least three business days in advance of the date the student is scheduled to write the examination – sometimes the Centre must convert an exam to another format and requires additional time. To communicate with that department, it is best to use the email address above; telephone 416-872-9675, but note that you cannot immediately connect with a person if you telephone.

### **Release of Final Grades**

Prior to the official release of grade reports online from the Office of the Registrar, grades are considered preliminary, unofficial, and confidential because the Faculty of Liberal Arts & Professional Studies and the Office of the Registrar, acting through the Department, reserves the right to adjust grades when distributions are considered to fall outside of York guidelines. *Faculty of Liberal Arts & Professional Studies' practice indicates that the final percent total and the final letter grade must not be released to students until grade reports have been released to students online through the Registrar's website.* Students should be directed to contact the Office of the Registrar should they need an official transcript indicating any final grades that they have been awarded that are necessary for such purposes as admission to graduate schools or by prospective employers. Advise your students that they have the right to review/check their final grade and grade breakdown within 21 days after the final grade is officially released by the Registrar's Office.

### **Grade Appeals: The Right to Review**

Students have the right (with proper identification) to review their final piece of written work (final exam or final essay) before deciding if they want to appeal their grade. York's final examination booklets remain the property of the university and are retained by the teaching unit.

### **The Grading System and the Composition of Grades**

The material below on the Faculty of Liberal Arts & Professional Studies grading system is based on Faculty and Senate legislation. Notwithstanding what may be indicated below, these rules, found in the Undergraduate Calendar, will apply. We have tried to be as accurate as possible in indicating grading requirements.

The means of determining a student's final grade must be announced in each course within the first two weeks of classes. Such information is to include the kinds of assignments, essays, examinations, and other components which make up the grade, how they are to be weighted, the grading scale, and any other procedures which enter into the determination of the final course mark. Please be sure your students are aware of and understand this information. With respect to the task of grading, please keep the following points in mind:

- You must announce the course grading scheme to students at the beginning of the course.
- Clearly indicate the point or percentage grading system that is being adopted in the course.
- Always report both a letter and numerical grade on any student assignment or test.
- Avoid using borderline percentages, that is, percentages at the very bottom or the very top of a range.

## Definition of Grades and Criteria for Determining Grades

Grade	Grade Point	%Range	Description	Elaborated Description
A+	9	90-100	Exceptional	Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts and/or techniques in satisfying the requirements of an assignment or course.
A	8	80-89	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+	7	75-79	Very Good	Thorough knowledge of concepts and/or techniques in satisfying the requirements of an assignment or course.
B	6	70-74	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+	5	65-69	Competent	Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them in satisfying the requirements of an assignment or course.
C	4	60-64	Fairly Competent	Acceptable level of knowledge of concepts and/or techniques together with some skill in using them in satisfying the requirements of an assignment or course.
D+	3	55-59	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	2	50-54	Barely Passing	Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
E	1	40-49	Marginally Failing	
F	0	0-39	Failing	

**Note:** The single digit numbers associated with the above grading scheme are used by the University to compute a students' Grade Point Average (GPA). A three-year degree in the Faculty of Liberal Arts and Professional Studies requires a GPA of 4.0 (C) and a four-year honours degree requires a GPA of 5.0 (C+). The percentages are used to calculate final course letter grades.

### Factors in Grading:

- Group I: Factors which should be satisfied to warrant assignment of a grade of C+:
- 1) Understanding the assignment.
  - 2) Organization of material (exhibiting a sense of the relative importance of data, observations, criticisms, etc., and avoiding irrelevancies).
  - 3) Articulate expression (saying what one means).
  - 4) Presenting a case (as opposed to writing descriptively).
- Group II: Additional factors which should be satisfied to warrant grades of B or higher:
- 5) Superior grasp of concepts essential to the topic or discipline.
  - 6) Superior grasp of the methodology required to think systematically.

### Sociology Department Grade Procedures

Keeping accurate grade records is a requirement of all instructors. Keep a running record of the marks of each student on each assignment. DO NOT delete a name from the class/tutorial list although a student may have been absent from your class/tutorial for a lengthy period of time. S/he may still be officially enrolled in the course and you are required to supply a grade report for each student in your tutorial group(s) for every component of evaluation (short assignments, term papers, major essays, tests, tutorial participation, tutorial presentations, final exam, etc.) as well as the weighting for each component. Your course director will set deadlines for reporting in keeping with Faculty deadlines. If you need assistance or more information, contact the Undergraduate Program Advisor, Debbie Best, at 416- 736-2100 ext. 33820.

### The 'Un-Graded' Option (Pass/Fail)

Few students are aware that they may take a course using the un-graded option of pass/fail. A graded course may be converted to the un-graded option only within the first two weeks of the term. For further information on the un-graded option, consult the undergraduate calendar website:

<http://myacademicrecord.students.yorku.ca/pass-fail-option>

### **Grading Schemes and Final Course Mark Calculation**

Proper calculation and reporting of the final course grade is the professional responsibility of all instructors. Accurate and fool proof recording (electronic and hard copy with back-up) of grades for each component; and precise addition of properly weighted graded components provide a final numerical grade and associated final letter grade. Failure at any one of these steps will cause student anguish and lead to time-consuming grade appeals.

For the sake of transparency among instructors in a given course and clarity to students and office staff who manage grade reports, the Department recommends that instructors always use a numerical grading scheme for every assignment. They may also use a letter grade scheme if desired, in which case both the numerical grade and the letter grade would be put on the assignment to be returned to the student, while the numerical grade only would be entered on the instructors' records. Use of numerical grades on the instructors' records facilitates the addition (and weighting when required) of component grades in calculating the final overall course grade and its letter grade equivalent.

**Recommended:** Use of numerical grades for assignments (e.g., 7.2 out of 10) or as a percentage (e.g., 72%) is clear and precise. Letter grade ranges are not specific. Work within the B range (70%) can be distinguished from the B+ range (74). Letter grades can be added with comments to reinforce a message. A grade might be 7.3/10, "good work", etc. But only the 7.3 (or 73%, your choice) needs to be entered in your records, as this is the only piece of information you will need to calculate the final numerical grade.

**Letter grades only are *not* recommended:** Some instructors have used letter only grades on assignments and in their records. The process of converting letter grades to numerical grades for the final grade is confusing for students and staff who sometimes must view your records and make sense of them. For example, B could legitimately be converted to a number as 70.0% or as 74.5% or any number between these two (all would lie within the 70-to-74.5% range for a B grade). Please note that you are required to submit letter grades to the Registrar's Office. Students must understand how the final letter grade for the course is calculated.

**Important Note:** *We require that you provide us with the due dates of all written work (essays/tests/exams) and the date that each graded piece of written work is returned or made available to the students (e.g., the 1<sup>st</sup> test, 15% of course work was held on Oct. 10, 2016. The graded 1<sup>st</sup> test was returned to students on Oct. 20, 2016). We ask you to provide us with this information should a student petition to the Petitions Committee for deferred standing or for a late withdrawal from the course; the student must submit a completed Course Performance Summary along with their petition package. The Department needs this information to complete the Course Performance Summary on your behalf.*

### **Grade Approval and Reporting Requirements**

All teaching assistants must report their grading to their course director and have their course director approve the final grades. The course director must provide the Department with complete grade breakdown information for each student. The Department must be provided with numerical values assigned each piece of work, (assignments, tests), due date for each piece of work and the date by which graded work is returned or grade is made available to students, including the participation component of the final course grade. The use of a grade breakdown spreadsheet meets these requirements fully.

**Course directors:** *Please note that if the course grade profile for your course is "anomalous", as defined by CAPP for 1000 to 3000 level courses, you need to provide a rationale for each "atypical" grade profile on the appropriate form (APPENDIX B)*



## FACULTY GUIDELINES ON ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

### Counselling & Disability Services (CDS)

**NOTE:** Academic accommodations are meant to remove barriers faced by students with disabilities in order to “level the playing field” while at the same time maintaining the academic integrity of the program and course curriculum.

#### 1. Letters of Accommodation from CDS

- a) Only students who have been fully assessed by Counseling & Disability Services (CDS) as having a disability will receive a letter requesting academic accommodation. The letter will include the student’s name and student number, the name of a disability counsellor assigned to the student by CDS, and reference the human rights code. The letter will outline the *recommended* classroom, assignment, test and exam accommodations *intended to remove barriers and promote the opportunity for the student to fulfill the academic standards of the course.*
- b) Academic accommodations within the context of a specific course should reasonably reflect (but not extend beyond) what is specified in the official Letter of Accommodation. It is not appropriate for a student to negotiate accommodations beyond those outlined in the letter from CDS. A student’s request for further accommodation must first be assessed through CDS Disability Services and communicated in writing to the course director.
- c) Course directors may also receive a “support letter” from a CDS personal counselor with whom the student has been meeting to deal with any range of issues. **This type of support letter may be given to students with or without disabilities.** This is different from a Letter of Accommodation and has no legal basis. It is intended only to inform course directors (with the student’s consent), that there are extenuating circumstances that might affect the student’s performance in a course. The course director is not obliged to follow any suggestions offered in a support letter; it is for the course director to *consider*. Again, this letter is not an “official” Letter of Accommodation. See the document entitled “Letters from Counselling & Disability Services” for more information. It is available by clicking on the following link and scrolling to the bottom of the page. [http://www.yorku.ca/cds/pcs/faculty\\_staff.html](http://www.yorku.ca/cds/pcs/faculty_staff.html)

#### 2. Student Responsibilities

- a) Students registered with CDS are instructed to deliver the letter of accommodation to each of their course directors within the first two weeks of class or as early in the term as reasonably possible thereafter.
- b) It is also the student’s responsibility to submit in advance any booking requests for accommodation for each test/exam date to the Alternate Test/Exam Scheduling Services in the Office of the Registrar.

#### 3. Course director Responsibilities

- a) If a student has submitted a request for accommodation for a test or exam, course instructors will receive an e-mail notification from the Registrar’s Office with a copy to the designated administrative staff contact in the department. In this notification, the course instructor will be requested to respond to the initial e-mail notification to confirm the date, time and duration of the test/exam. **Course directors will be expected to provide the test/exam materials and instructions to the Registrar’s Office a minimum of 3 business days prior to the test/exam date** (preferred delivery method is via email to [altexams@yorku.ca](mailto:altexams@yorku.ca)). Do not send exams by internal mail or put them in the Registrar Office drop box in the Bennett Centre.
- b) It is expected that course directors will *maintain confidentiality and respect the students’ right to privacy*. This includes respecting the validity of an accommodation letter from CDS. Further questions regarding the recommended accommodations should be directed to CDS. It precludes course directors, teaching assistants, or staff requesting further personal information from the student (e.g. medical/psychological documentation or further ‘proof’). CDS gathers relevant medical and psychological documentation to help in their

determination of appropriate academic accommodations. Therefore, students do not have to disclose personal information to faculty members.

c) Where a dispute arises over the appropriateness of a recommended accommodation, it is the course directors' responsibility to *demonstrate that such accommodation would undermine the academic standards and integrity of the course*. For example, course directors may refuse to waive or substitute a requirement of an oral presentation because they believe it is integral to the standards and integrity of the course that students demonstrate the oral presentation skills. Or, a course director may argue that all students must participate in group-work, and if they can't, they may forfeit the grade for participation. Based on Ontario human rights legislation, the course director must be prepared to support the argument that the requirement in dispute is an *essential, vital, and core requirement of the course and program of study*. Otherwise, the student must be accommodated.

d) Queries about how to accommodate students fairly should be discussed with the CDS Disability Counsellor named on the official Letter of Accommodation. At times, determining appropriate academic accommodation may require a discussion that includes the student, the Disability Counsellor from CDS, and the course director. *It is strongly advised that course directors not engage directly or exclusively with students on contentious accommodation issues.*

e) Course directors should familiarize themselves with the companion document to this one entitled "Academic Accommodation for Students with Disabilities: Recommended Protocols for Faculty"

#### **4. The Role of Counselling and Disability Services**

a) Students with or without disabilities should be referred to CDS (Room N110 of the Bennett Centre for Student Services) for confidential personal counseling regarding emotional/psychological issues that may be interfering with their academic performance. See <http://cds.info.yorku.ca/> for details of services and contact information.

b) Please note that "Personal Counselling Services" within CDS works with all York University students, while the "Disability Services" units within CDS work exclusively with students with diagnosed disabilities and course directors to establish appropriate academic accommodations to meet the students' individual needs.

#### **Recommended Protocol for Course Directors Counselling & Disability Services (CDS)**

**1.** Ensure the link to the York Senate Policy on Academic Accommodation for Students with Disabilities is included in all course outlines, or otherwise made available to students in all courses.

**2.** Review York Senate Policy, this recommended protocol, and "CDS Faculty Guidelines on Academic Accommodation for Students with Disabilities" with Teaching Assistants prior to the first day of class.

**3.** Discuss Senate Policy and Departmental protocol with students in the first week of class.

**4.** Make an announcement in the first week of class asking students with disabilities to submit Letters of Accommodation issued by CDS within the first two weeks of class or as soon as reasonably possible thereafter so that appropriate academic accommodations can be discussed and arranged.

**5.** Upon receiving a Letter of Accommodation, *in cases where there are multiple or more complex accommodation requirements, or where the course director suspects there may be a potential problem or dispute forthcoming*, it is recommended (but not required) that the course director draft a written statement indicating:

a. The ways in which the recommendations outlined in the letter will be met within the context of a particular course.

b. A clear justification/rationale for the denial of any accommodation request(s). In cases of straightforward accommodation requests such as extended time on a test this is not necessary.

**6.** The course director should explain the specific terms of accommodation in the course to the student and the written statement (if one is created) should be sent via e-mail to the student, copied to the student's Disability Counselor in CDS.

**7.** Disputes regarding the terms of accommodation, or *potential* areas of dispute, should be brought forward and resolved in consultation with CDS *early in the course*. To resolve a dispute, it may be necessary to meet

with the student and the student's counselor. When disputes arise, it is suggested that the course director notify the Undergraduate Program Director just as information.

**8.** If a dispute or issues involving academic accommodation cannot be resolved in consultation with CDS, notify the Chair of the Department and/or Undergraduate Program Director (UPD) right away. If the Chair or UPD is unable to resolve the dispute satisfactorily, the Associate Dean or Dean should be consulted who will attempt to resolve the disagreement. At any point in the process, the York University Centre for Human Rights on campus can be consulted to help mediate the dispute.

**9.** It should be made clear to the student that retroactive accommodations typically are not permitted.

**10.** Keep records of all correspondence regarding academic accommodation.

## **STUDENT CONDUCT**

### **York University Student Code of Conduct**

Following an extensive consultation with students, faculty and staff, York University has released a new Student Code of Conduct, which aims to provide a fair, transparent, and easily understood system to deal with inappropriate student behaviour. For more information, please visit the following website:

<http://oscr.students.yorku.ca/>

### **Prevention of Academic Dishonesty**

An ounce of prevention is worth hours of your time in dealing with a case of suspected academic dishonesty. You should therefore explain to your students how to avoid plagiarism, for instance, when writing assignments and essays. You should also develop assignments and essay topics that do not invite academic dishonesty. See Appendix C in this handbook and/or other resources at York aimed at preventing academic dishonesty.

### **Academic Honesty**

Unfortunately, every year a few students cheat on course work – it may be plagiarism, getting or giving assistance at an exam or turning in an essay they did not write, etc. Detailed overview of policies, procedures and regulations regarding academic integrity are posted at

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

### **Dealing with an Alleged Breach of Academic Honesty**

When a student is suspected of committing a breach of academic honesty, the course director must notify the Undergraduate Program Director, Deborah Davidson ([debd@yorku.ca](mailto:debd@yorku.ca)) via email, briefly outlining the alleged charge. The UPD will assure that 'pending' (PDG) note is attached to the student record, preventing the student from dropping the course until the issue has been resolved.

**TAs should NOT meet with students regarding potential plagiarism charges; they should notify the course director *immediately*. Do not engage the student in discussion about the allegation without first contacting the Undergraduate Program Director. Do not return the test/assignment in question to the student prior to contacting the Undergraduate Program Director.**

If a course director decides to proceed with a charge of a breach of academic honesty, as per section 3.5 of the Senate Policy on Academic Honesty, an exploratory meeting will be scheduled to allow course director and to fully articulate concerns and enable the student to respond.

### **Cheating on Exams**

There are established procedures to follow when a student is caught cheating on an in-class exam:

- Remain calm. Do *not* make a scene of this discovery. Do *not* accuse the student.
- If you are the TA, inform the course director immediately or soon thereafter.
- Approach the student calmly and politely. Get the student's exam booklet(s) and/or other relevant evidence (e.g., notes).

- Give the student another exam booklet to continue should he/she wish.
- Do not ask the student suspected/alleged to have cheated in the exam/test to leave the classroom.
- Contact the Undergraduate Program Director or the Administrative Assistant to the Undergraduate Program Director for relevant information, processes and procedures in handling and/or following up with these suspected cases of academic dishonesty.

### **Student Conduct, Disruptive Behaviour in the Classroom**

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. It is the responsibility of the instructor to maintain an academic atmosphere in the class and the responsibility of the student to co-operate. Policies and procedures involving disruptive and/or harassing student behaviour is available at: <http://www.yorku.ca/oscr/studentconduct.html>.

### **Disruption of Exams**

In the event of a disruption for whatever reason (i.e. due to fire alarms, burst pipes etc.), the following standard announcement and instructions should be read by the invigilator:

*“May I have your attention? Put down your pen or pencil and stop writing. Due to an emergency, we have been asked to evacuate the building. Listen carefully to the following instructions.*

1. *Leave all of your exam papers (i.e. question sheets, answer booklets etc.) on the desk.*
2. *Do not consult study material or discuss any aspect of the exam until your exam resumes.*
3. *All electronic devices, headsets and cell phones must remain off, no matter how long the delay.*
4. *Remain calm.*
5. *Pick up all of your personal belongings (jackets, purses, bags).*
6. *Exit the building in an orderly fashion.*
7. *Follow all instructions from staff and Security Services.*
8. *Stay outside the building until your professor, Registrar’s Office or Security Services provides further instructions.*
9. *Do not assume the exam has been cancelled until you are officially notified. Please remain in the designated area – you are not permitted to leave without the permission of the chief invigilator.*

*Failure to follow the above instructions related to the integrity of the exam will be investigated in accordance with the Senate Policy on Academic Honesty. Thank you for your cooperation.”*

Invigilators should then do the following:

1. Gather all examination materials together prior to the students leaving the location as long as it is possible to do this safely and without compromising personal safety. This is to maintain the security and integrity of the examination process.
2. Instruct students to gather all of their belongings and leave in an orderly fashion. Any items left behind may result in lengthy delays.
3. Accompany the students to the identified safe zone.
4. Identify yourself as a point of contact to York Security and consult with the security team directly for instructions on when it is safe to return to the building.
5. Contact one of the following individuals in the Registrar's Office:

Denise Closs: 416-736-2100 Ext. 33260;

Lisa Armstrong: 416-736-2100, Ext. 22389;

Linda West: 416-736-2100, Ext. 20439;

Students must do the following:

1. Gather personal belongings and leave in an orderly fashion.
2. Wait with an invigilator in the identified safe zone for further instructions.

3. Avoid accessing any materials, electronic devices or discussing the exam. Failure to comply with this directive may be considered a breach of academic honesty.

Once a building has been evacuated, depending on the nature and length of the disruption, there are two options available to the chief invigilator in consultation with the Registrar's Office:

1. Evacuation / Resumption of Exam

- Once evacuated, all students are to remain in the designated area and should be reminded that they are not permitted to leave without the permission of the chief invigilator.
- The general guideline is that if a disruption occurs that is **30 minutes or less** in duration, the exam will resume.
- If the disruption is **more than 30 minutes** in duration, the chief invigilator will be given the option of rescheduling the exam or relocating to continue. Please note that the relocation option is dependent on space availability.
- Once Toronto Police or Fire Department have given clearance and the alarms have been reset, students will be informed (by the Registrar's Office, Security, chief invigilator and/or invigilators) that the exam will resume and the end time will be adjusted to account for any lost time due to the disruption.

2. Evacuation / Rescheduling of Exam

- Once evacuated, all students are to remain in the designated area and should be reminded that they are not permitted to leave without the permission of the chief invigilator.
- If the decision is made to reschedule the exam, students will be advised (by the Registrar's Office and/or chief invigilator) that:
  - Rescheduling information will be posted on the Current Students Examination Web site within 24 hours.
  - They will receive a Notebox message advising them of the rescheduling details (date, time and location).

## **TEACHING SUPPORT**

**Teaching Commons, 1050 TEL Building, 416-736-5754** <http://teachingcommons.yorku.ca/>

This centre provides individual consultation to teachers with questions, concerns, or problems related to teaching and learning, disseminates relevant information; organizes teaching assistant training days; presents workshops on a range of teaching related issues; supplies bibliographies; assists teachers to implement new techniques; encourages classroom research into teaching effectiveness.

## **Teaching Evaluations**

At the end of each course, student evaluation forms will be handed out in lecture. Ask a trustworthy student to collect them and return them to the main office in a sealed envelope. Instructors and assistants must remove themselves from the room while students are completing the forms. Teaching assistants and course directors may see their evaluations after their grades are submitted to the Department. Written comments are made available to course director's after grades have been submitted. Aggregate data, which is processed in the Dean's Office, can be requested by emailing Zuzana Chovancova, Undergraduate Program Assistant (zuzanach@yorku.ca)

## **Faculty of Liberal Arts & Professional Studies Ethics Information**

Course directors conducting courses with research projects involving human participants must adhere to procedures and protocol of the Faculty of Liberal Arts & Professional Studies and undergo an ethics review process. It is the instructor's responsibility to report on each student's human participant project and assure

that they have signed the *Ethics Form 3: Confirmation and Reporting* and submitted it to the Undergraduate Program Director. Forms and information on the Ethics Review Process: [www.yorku.ca/secretariat/policies/document.php?document=94](http://www.yorku.ca/secretariat/policies/document.php?document=94)

Adherence to the ethics review process must be followed for York University to maintain Tri-Council Ethics accreditation. York can be audited at any time, and if lack of compliance can be demonstrated the University might lose its Tri-Council funding.

### **Dealing with Disruptive/Harassing Behaviour, Senate Policy**

Senate affirms that no individual or group of individuals shall cause by action, threat or otherwise, a disturbance that obstructs any academic activity organized by the University or its units.

It is the responsibility of the course director or other supervisor to determine the appropriate academic response and follow-up resulting from a disruption. If activities cannot continue because of a disruption within or in the vicinity of a classroom or other area where academic activities are conducted, course directors or other supervisors must take the following steps:

- requesting that the disruption stop
- briefly suspending activities
- call campus security

Course directors or other supervisors must inform the Associate Dean of their Faculty and chair of the unit of any incident which has disrupted academic activities. These guidelines are intended to be remedial, rather than punitive; thus, mediation rather than adversarial procedures is preferred. Depending on the behaviour, all members of the York community have recourse to University regulations (such as the Student Code of Conduct), the Criminal Code of Canada or other federal, provincial and municipal statutes.

If a course director or other supervisor determines that activities cannot continue, they must determine an appropriate academic response, remediation (booking additional class time) or other accommodation (providing access to lecture notes, altering assignments or rescheduling tests). Responses to incidents of disruptive or harassing behaviour shall be based on the principles of:

- academic integrity of the activity
- fairness to students
- timely communication

**Notes:** This policy was established as a result of a report by a Senate Executive Working Group established in March, 2005 to review relevant Senate policies in the context of balancing academic integrity and the avoidance of disruption of academic activities with principles of freedom of assembly and freedom of expression. New text was proposed to address disruptions outside of a classroom or other spaces in which teaching and learning take place which are sufficiently intrusive to compromise a class or other academic activities. *Approved by Senate, October 26, 2006.*

### **Academic Honesty, Senate Policy**

Please visit this URL for relevant information on Academic Honesty

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

### **About SPARK – Student Papers & Academic Research Kit**

SPARK is our students' guide to writing successful academic papers. See: <https://spark.library.yorku.ca/>

Designed to help students learn about issues of academic integrity. It explores plagiarism and related matters with case examples and positive strategies one can use to improve one's academic efforts and avoid committing an academic offense as outline in the Senate Policy on Academic Honesty.

## **Plagiarism**

### **Text Matching Software Services - Turnitin.com**

[www.turnitin.com](http://www.turnitin.com) is a text matching service available to instructors. Students can also scan their papers.

Access to Turnitin.com is provided to any instructor who wishes to use it [https://moodle.yorku.ca/instructors/training/turnitin\\_managing\\_turnitin\\_assignments.html](https://moodle.yorku.ca/instructors/training/turnitin_managing_turnitin_assignments.html). Turnitin.com is well supported at York with the Centre for the Support of Teaching and the Faculty Support Centre, who are able to provide instruction.

One requirement for the use of text matching software is that at the outset of a course, students must be informed that text-matching software will be used in the course and advised of the opt-out provisions available to them. <http://teachingcommons.yorku.ca/resources-2/teaching-strategies/academic-integrity/guidelines-for-the-use-of-text-matching-software-services/>

### **Librarians**

York's Librarians support the institution by providing instruction to students and instruct tors on information literacy, research methods and academic integrity. These sessions take place in the library or in the classroom and may be arranged by contacting the liaison librarian appropriate to your discipline. For more information, go to <https://www.library.yorku.ca/web/>.

### **Referencing Styles**

The style of referencing used will depend on your department or field of study. If you are unsure, please consult the course professor, teaching assistant, or visit the York University Libraries Website for more information.

<https://spark.library.yorku.ca/wp-content/themes/glendonits-spark-20151125/resources/Essay%20Formatting.pdf>

## ***Useful Websites***

### **Sociology Department**

Important news and updates, course offerings, staff listing, etc.

[www.yorku.ca/laps/soci](http://www.yorku.ca/laps/soci)

### **Undergraduate Sessional Dates**

<http://www.registrar.yorku.ca/enrol/dates/>

### **Copyright Guidelines**

<http://copyright.info.yorku.ca/>

### **Registrar's Office Services**

<http://www.registrar.yorku.ca/index.php>

All forms can be downloaded from here, including Attending Physician's Statement, Deferred Standing Agreement, Petitions, etc.

### **Class Lists**

<https://passport.yorku.ca/ppylogin/ppylogin>

### **Faculty MOODLE**

<https://moodle.yorku.ca/instructors/training/>

### **York University Bookstore**

<http://bookstore.yorku.ca>

### **Career Services**

[www.yorku.ca/careers](http://www.yorku.ca/careers)

Career searches, resume and interview assistance, etc.

### **Academic Integrity Information**

<https://spark.library.yorku.ca/>

### **Pre-Writing Strategies**

<http://yorku.ca/tutorial/prewriting>

Presents ideas and techniques for getting started on essay-writing assignments, including strategies for understanding one's assignment, exploring one's ideas about a topic, gathering ideas from readings, organizing rough notes, and developing a thesis.

### **Learning Skills Program**

<http://lss.info.yorku.ca/>

Skills program offered by the Counseling and Development Centre.

### **Counseling & Disability Services**

York University provides services for students with disabilities (physical, psychiatric, and learning). Please visit the following website for more information: [www.yorku.ca/dshub](http://www.yorku.ca/dshub).

A wonderful resource to assist faculty and teaching assistants who may have a special needs student in their classroom is the *Faculty Resources and Awareness Guide: Teaching Students with Disabilities* which can be found at <http://facultyawareness.blog.yorku.ca/>.



## **Senate Policy on Religious Observance**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Every effort will be made to avoid scheduling in-class or formal examinations on days of special religious significance throughout the year. A schedule of dates for such days for various faiths will be compiled annually and distributed widely. Students will be informed of procedures for requesting and arranging accommodations. This policy can be found online at <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

## ***Support Centres @ York***

York Enrolment System Help Line  
416-872-9675

Office of the Registrar: Student Services Centre  
416-872-9675  
[www.registrar.yorku.ca](http://www.registrar.yorku.ca)

Student Financial Services: Student Services Centre  
416-872-9675  
<http://sfs.yorku.ca>

OSAP: Ontario Students Assistance Program  
<http://osap.yorku.ca/contact>

The Office for New Students  
103 Central Square, 416- 736-5011  
<http://laps.yorku.ca/student-resources/new-students/>

Academic Advising for Current Students  
103 Central Square, 416- 736-5222  
<http://laps.yorku.ca/contact-us/>

Student Resources  
<http://laps.yorku.ca/student-resources/>

The Writing Department, Faculty of Liberal Arts & Professional Studies  
S329 Ross Building, 416- 736-5134  
[www.yorku.ca/laps/writ](http://www.yorku.ca/laps/writ)

Counselling and Disability Services  
N110 Bennett Centre for Student Services, 416-736-5297  
[www.yorku.ca/cds](http://www.yorku.ca/cds)

Career Centre  
202 McLaughlin College, 416-736-5351  
[www.yorku.ca/careers](http://www.yorku.ca/careers)

***If you need assistance, please visit or call the Sociology office:***

*2060 Vari Hall --- 416-736-5015*

# MENTAL HEALTH STRATEGY

ADVANCING A MENTALLY HEALTHY CAMPUS

Department of Sociology

We understand the student experience can be challenging. For some, it can be challenging to face alone. **York University offers on-campus assistance**, as well as resources for after University working hours to help to realize, develop and fulfill their personal potential in order to maximally benefit from their university experience.

## On-Campus services

### Personal Counselling Services (PCS)

**Location:** N110 Bennett Centre for Student

**Hours:** 9-4:30: Monday, Wednesday, Thursday, Friday; 9-7pm: Tuesday

**Phone:** 416-736-5297

### Mental Health Disability Services (MHDS; offered through Counselling and Disability Services)

**Location:** Bennett Centre for Student Services, N110, 99 Ian MacDonald Blvd

**Hours:** 9am to 4:30pm - Monday, Wednesday, Thursday, Friday; 9am to 7pm - Tuesday

**Phone:** 416-736-5297

### York University Psychology Clinic (YUPC)

**Location:** Behavioral Sciences Building, Reception Room 104

**Hours:** Monday - Friday: 9:00 am - 6:30 pm; appointments can be arranged outside these hours

**Email:** [yupc@yorku.ca](mailto:yupc@yorku.ca)

**Phone:** 416-650-8488

Visit <http://mhw.info.yorku.ca/resources/resources-at-york/students/> for more information on services available.

## Need to talk to someone off-campus?

The following services are open 24 hours a day, seven days a week.

### Good 2 Talk (for post-secondary students)

1-866-925-5454

### Toronto Distress Centres

416-408-4357 or 408-HELP

*hold times may be greater than 15 minutes*

### Assaulted Women's Helpline

416-863-0051

### Ontario Mental Health Helpline

1-866-531-2600

### Multilingual Distress Lines

If you need to talk to someone in a language other than English.

Open Monday to Friday, 10 am – 10 pm.

Offered through *Spectra Community Support Services*

- Mandarin & Cantonese: 416-920-0497
- Hindi, Urdu & Punjabi: 905-459-7777 ext. 2
- Spanish: 905-459-7777 ext. 3
- Portuguese: 905-459-7777 ext. 4

The healthier you are, the more likely you are to be able to learn.

Beneficial Relationship

The more you learn, the healthier you become.

We're here to help!



## APPENDIX A

FW 04 AS/SOCI 2030 6.0

GRADE BREAKDOWN

Course Director: L. Lam

<i>This is for illustration purpose only.</i>									
Grade Breakdown: **Please see notes for relevant information. (***)Students received 55% of course work prior to the drop date Feb. 4/05)									
Tutorial Group: 04									
TA: Heather Garrett									
Student #	Surname	First Name	1st test (15%)*1	2nd test (20%)*2	3rd test (20%)*3	4th test (20%)*4	Final Exam (25%)*5	FinalGrade	Letter Grade
203xxxxyy	A	Maria	11.250	14.380	16.737	14.000	20.310	76.677	B+
204.....	B	Ashlee-Anne	12.075	12.020	13.263	12.000	19.567	68.925	B
205.....	C	Charlene	12.825	17.440	18.530	16.150	21.970	86.915	A
206.....	D	Charlene	11.175	15.080	13.895	15.350	17.957	73.457	B
207.....	E	Katarzyna	8.025	11.000	7.260	12.300	11.779	50.364	D
208.....	F	Renae	10.650	12.320	11.530	14.650	16.850	66.000	C+
209.....	G	Amy	9.450	8.400	8.421	11.850	16.442	54.563	D+
201.....	H	Dominique	9.600	13.100	11.370	14.700	19.110	67.880	C+
202.....	I	Agatina	11.625	16.500	17.947	16.000	21.802	83.874	A
101.....	J	Tamara	10.050	11.760	9.368	12.700	15.960	59.838	C
102.....	K	Nyasha	6.750	8.520	11.789	12.100	15.600	54.759	D+
103.....	L	Kimberley	12.750	13.180	15.263	15.000	19.639	75.832	B+
104.....	M	Keara	11.400	14.780	14.526	16.100	19.111	75.917	B+
105.....	N	Liwen	11.475	15.960	15.842	16.400	21.730	81.407	A
106.....	O	Donovan	7.350	13.980	13.790	11.350	17.000	63.470	C
<b>NOTES:</b>									
*1: The 1st test (15% of course work) was held on Oct. 3/04. The graded test was returned to students on Oct. 10/04.									
*2: The 2nd test (20% of course work) was held on Nov. 1/04. The graded test was returned to students on Nov. 8/04.									
*3: The 3rd test (20% of course work) was held on Dec. 6/04. The graded test was returned to students on Jan. 3/05.									
*4: The 4th test (20% of course work) was held on Feb. 7/05. The graded test was returned to students on Feb. 21/05.									
*5: The final exam (25% of course work) was held on Mar. 28/05. The graded final exam was being kept by the Department of Sociology.									

**APPENDIX B**  
**Faculty of Liberal Arts & Professional Studies**

**Grade Distribution and Anomalies Form**

Faculty	Rubric	Course #	Weight	Section	Session	Year	Instructor's Name
AP							

									Earned		Did Not Write (DNW) Final Component		
Grading Scale	A+ [90-100]	A [80-89]	B+ [75-79]	B [70-74]	C+ [65-69]	C [60-64]	D+ [55-59]	D [50-54]	E [40-49]	F [0-39]	E [40-49]	F [0-39]	Total
# of Students													0

Course gpa (including DNW)	
Course gpa (excluding DNW)	

Total number of grades reported	
Total grades (excluding DNW)	

% of Students that Did Not Write (DNW) the Final Component	
--	--

Courses at the 4000-level, or with 30 or fewer students enrolled, are exempt from the Faculty-level Standards legislation below.

Faculty-level Standards	Anomalous? (including DNW)	Course Data (including DNW)	Anomalous? (excluding DNW)	Course Data (excluding DNW)
1. Is the overall grade point average above 6.5?				
2. Are there 75% or more grades of B or better?				
3. Are there 50% or more grades of A or better?				
4. Is the overall grade point average below 3.5?				
5. Are there 20% or more failing grades?				

"Yes" to any of the above questions indicates that there is an anomaly (i.e. the mean or grade distribution fall outside of the Faculty-level standards). When

this occurs, faculty members are required to submit a course-specific rationale in the space below (page 2).

**urse-specific Rationale (to be completed by the Course director):**The course-specific rationale should address the relationship between course design, pedagogical approach, the student cohort and grade outcomes. Factors to be considered relative to student grades may include the evaluation strategies employed (e.g. a learning/evaluation plan which permits the lowest grade in an assignment sequence to be dropped); consideration of previous typical/atypical distributions (e.g. proportion of students who did or did not drop the course for academic reasons); or the nature of the student body (e.g. in what way was this student cohort unique?)

**Course Components**

Please enter (as applicable) the types and weighting of each component used in the course to determine the final grade:

Component	% of Final Grade
Assignment(s)	
Essay(s)	
Final Exam	
Mid-term Exam(s)	
Participation	
Presentation(s)	
Test(s)	
Other *	

\* Please further describe any components that fell into the "other" category:

0.0%

<b>Course director's Signature:</b>		<b>Date:</b>	
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**Director or Undergraduate Program Director's Comments (if any):**

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**Description of changes (if any) moving forward:**

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<b>Director or Undergraduate Program Director's Signature:</b>		<b>Date:</b>	
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