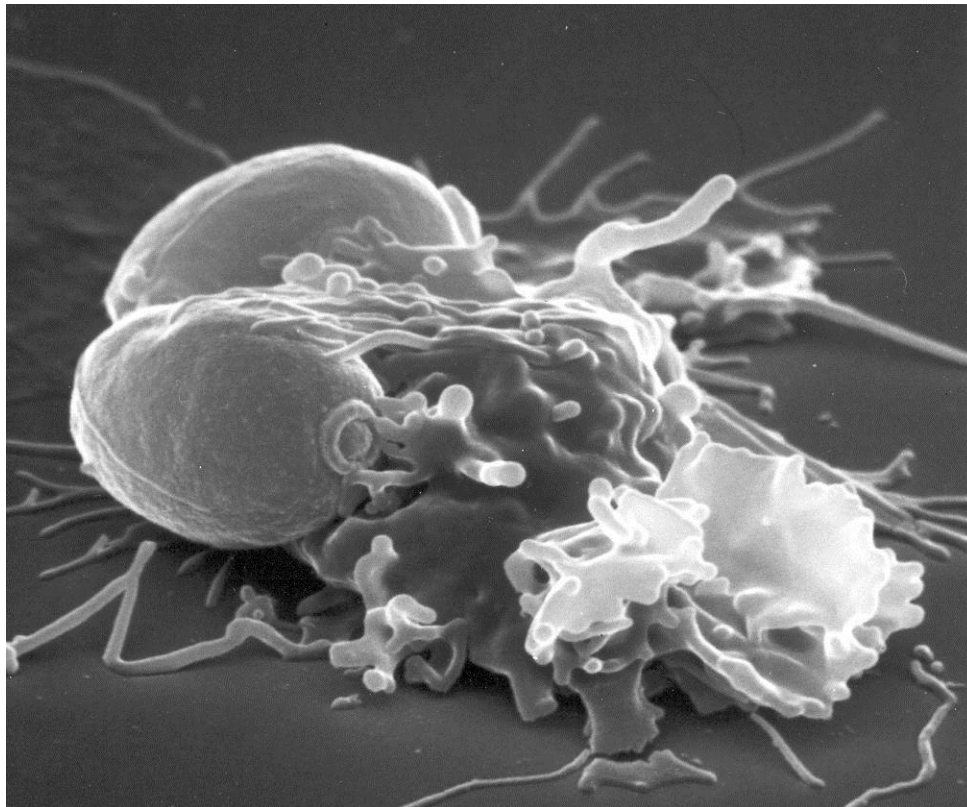


Instructor Resource Manual for Medical Microbiology & Immunology



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1. Academic Dishonesty

What does the GFC (General Faculties Council) define as Academic dishonesty?

30.3.2 Inappropriate Academic Behaviour

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).

30.3.2(2) c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.2(3) Misuse of Confidential Materials

No Student shall procure, distribute, or receive any confidential academic material such as pending examinations, laboratory results or the contents thereof from any source without prior and express consent of the Instructor.

30.3.2(4) Research and Scholarship Misconduct

30.3.2(4) a No Student shall violate the University of Alberta Research and Scholarship Integrity Policy, as set out in § 96.2 of the GFC Policy Manual or any other University regulation concerning academic matters.

30.3.2(4) b Where a Student is charged with the academic offence of research and scholarship misconduct, the special requirements for communication and documentation imposed by § 96.2 of the GFC Policy Manual shall constitute part of the procedures outlined below.

Dishonesty violations and other academic offences are defined in the Code of Student Behaviour:

<http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>

It is obviously better to prevent students from violating the code than to deal with the dishonesty issues. In the first class you should talk to the class about what constitutes academic

dishonesty and outline some of the consequences of cheating. Your course outline should contain a University mandated statement about academic dishonesty and it should be discussed verbally with students at the beginning of the semester. Another resource for more information about this topic can be found at: <http://www.osja.ualberta.ca/>

-Another idea to make sure students actually read and understand the code of student behaviour may be to give them a quiz at the beginning of term based on that code.

What to do if you observe Academic Dishonesty:

Instructors are required to report academic dishonesty when it occurs: (GFC policy): [GFC policy](#)

a) First - meet with student:

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted. (CLRC 30 MAY 2002) (EXEC 7 APR 2003) (CLRC 27 NOV 2003)

b) **30.5.4(2)** If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction. (CLRC 27 NOV 2003)

c) **30.5.4(3)** The Dean, acting in accordance with 30.5.7, shall decide whether the Student has committed an offence and, if so, whether the sanction recommended by the Instructor or any other sanction is appropriate.

Suggested Practical Procedures

Easy flow chart for academic discipline process:

<http://www.osja.ualberta.ca/Instructors/~media/osja/Documents/DisciplineChartAcademic.pdf>

Extra tips:

1. If the issue is cheating during an exam and a TA or colleague has also observed the suspicious behaviour, ask them to independently record their observations. Do not accuse the student while in the process of writing an exam – try to separate their exam from other students when collecting exams as it may be evidence to support cheating. If two students are cheating from each other, sequester both exams and compare them after the class or exam. If there are other students willing to act as witnesses to the cheating, collect their names and contact information and attempt to get them to write a short report about the event.

If the issue is plagiarism, you might run the assignment through a plagiarism checker and print the report out to present to the student when meeting.

2. Inform the Department Chair or designate.

3. Ask the student to come to meet you to discuss some specific “concerns” with the exam or assignment. Be clear. Advise them that there is a Student Ombudsman that might be able to give them some support and good advice. Do not accuse the student of cheating at this point, but discuss the issue one-to-one with the student and present your evidence. If you can have a colleague present during the meeting this may be a good idea, otherwise always leave your office door open and ensure that there is another colleague or staff member observing from a distance.

-allow the student to see the evidence, explain what your suspicions are and give them a chance to explain

-if you believe at the end of the meeting that there was a code violation, advise the student that you are required to turn the case over to the Dean of the Faculty and that you do not have the power to impose sanctions of your own. Explain that this procedure maintains consistency across the Faculty and also provides opportunity for appeals. Tell the student the Dean’s office will be in touch with them.

4. Write a report entailing all the facts about the situation. This should include:

- student name and ID number
- course and section number
- your name, telephone number and/or email address
- nature of suspected offense
- weighting of exam or assignment
- record of meeting with student: date, who attended, summary of discussion and notes from observer if present
- evidence: e.g. assignment or exam, eye-witness accounts
- entire course outline or syllabus-any other relevant handouts or information you give your students on academic honesty

-recommendation for a sanction based on your assessment of the situation.
Refer to Section 30.4.2 of the Code of Student Ethics for the available options.

5. If the student belongs to another faculty, contact and request a meeting with the appropriate person in that faculty (e.g. undergraduate student services etc).

6. If the issue has not been resolved by the time for submitting the final marks, give the student an IN (incomplete).

Google: Free plagiarism checker – unfortunately there is no perfect tool to use but you can get some help online. Most of the software products allow a restricted use free of charge; if you want more capacity you have to pay for the service or the software.

2. Developing a New Course

If you have an idea for a new course you would like to teach in the department, here are some pointers for how to get the course started:

- a) Make sure that the course you are proposing does not overlap with other existing courses
- b) Approach the chair of the education committee with your idea
- c) Write a summary and a plan for the course, which may be the basis for a course outline and syllabus. Be clear on what you plan to do and how you plan to assess students. What would the cap be in terms of students for this course? What is the target group?
- d) Submit the summary to the chair of the education committee; they will bring this to the next meeting and likely invite you to attend to present your idea.
- e) When you get the go-ahead from the Education Committee, who may also be taking your suggestion to the Graduate Training Committee and the Department meeting, write a short description of the course with desired prerequisites and a suggested name and number for the course which has not been used before. Format it into the box on the form that is provided as an attachment to this document. Submit this to the chair of the education committee who will forward it to the Faculty Learning Committee. The course must be approved by the faculty committee first, and then circulated by the secretary of that committee to other departments for approval. After it has circulated, the administrator will send the course description to the GFC for approval. This can take time so it is best to get a start on this early.
- f) When you have approval, start designing the course by first creating an outline. Mind mapping is a technique often used to ensure that the course flows in a logical manner. Learning objectives are a good way to focus your course; good assessments are based on the course learning objectives. For hints on how to formulate learning objectives:

http://www.car.ca/uploads/accreditation%20programs/CAR_Creating_and_Writing_Learning_Objectives.pdf

- g) Talk to the department administrator about the timing and a room requirement, also whether a TA is required.

3. Teaching a Course:

a. Syllabus: Required elements

- i. Statement of course objectives and general content
- ii. List of required or recommended textbooks and other major course materials
- iii. List of any course fees if applicable
- iv. Indication of when and how the students have access to the instructor
- v. Distribution of weight between term mark and final exam
- vi. Identification of all course activities worth 10% or more of overall mark
- vii. Identification of whether marks are given for class participation and other in-class activities and the weight of the participation
- viii. Dates of any examination and course assignments with a weight of 10% or more
- ix. Manner in which the course is graded (e.g. on the curve, absolute measures, natural breakpoints) and the chart showing the grade points and letter grades

Grading In Undergraduate Courses

<u>Descriptor</u>	<u>Letter Grade</u>	<u>Point Value</u>
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
	D	1.0
Minimal Pass		
Failure	F	0

OR

Grading in Graduate Courses

<u>Descriptor</u>	<u>Letter Grade</u>	<u>Point Value</u>
Excellent	A+	4.0
	A	4.0

	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7
	C+	2.3
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0.0

- x. Indication of how students will be given access to past or representative evaluative course material
- xi. Every syllabus should contain this statement “Policy about course outlines can be found in Section 23.4(2) of the University Calendar”. (GFC 29 SEP 2003)
- xii. Every syllabus should include "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour online at <http://www.governance.ualberta.ca/en/StudentAppeals/AcademicAppealsPolicy.aspx> and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC 29 SEP 2003)
- xiii. Every syllabus should include: “Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.” (EXEC 06 JUN 2011)

b. The First Class

What you do in the first class will set the tone for the entire course so think about what you want and how you want your students to act.

Introduce yourself and if you want a good connection with the students, give them a few trivial details about your life (what you do other than teach, pets, children, family, hobbies, where you went to school etc). However be brief.

Introduce your TA if you have one, or let the TA introduce her/himself

Introduce the course syllabus and mention important elements, also where they can get a copy of the syllabus. Include information about academic dishonesty.

Discuss marking of the course; where the marks come from and the method used to arrive at the final grade

State your expectations for their learning and their behaviour in class (e.g. no chatting while others are talking, respect, etc)

If you are using a class website or eClass, introduce the students to this resource

c. Withdrawal from course:

Students can withdraw from a course in BearTracks before the registration deadline. After the registration deadline they are liable for 50% of the course up to certain date, then after, if they withdraw later must pay the whole course fee. They can also withdraw before the end of the course and receive a grade of W instead of an impending F but must do so before the deadline, found at

<http://www.registraroffice.ualberta.ca/Registration-and-Courses/Registration-Dates-and-Deadlines.aspx>

d. Weighting of Exams

Final exams in undergraduate courses must be weighted between **30** and **70%** of the total course mark.

Once you have announced the weighting of exams and assignments in the course, you cannot change this unless you have consensus of all students in the classroom. In this case you also must have permission from the Dean's office and your chair.

e. Scantron for MC questions and Item Analysis

Scantron sheets can be used for marking MC questions. The MMI office has the scantron sheets for the students and the requisition form is found online at:

<http://ist.ualberta.ca/at/tsqs/scoring/rfs-simple>

All scantron sheets and a prefilled key should be delivered to Test Scoring and Questionnaire Services, 2nd floor, General Services Building. Note that they close at 4:30 so if you have an exam that goes to five, you may want to wait until the next morning. Results typically take 1-2 days to obtain by email

The billing code is: 03544502331. Fill in the form according to the directions given on the site and if you have any questions visit Judy Gnarpe for help.

Item analysis: useful stats on questions that may help to weed out bad questions and also to set the difficulty level of an exam.

f. Examination Schedule

Exam scheduling is done by the registrar and the final times and places for exams are posted on Bear Tracks about a month before the exam. However, you can give the students a “probable exam date” by going to <http://www.registrarsoffice.ualberta.ca/en/Examinations.aspx> since the exams usually are scheduled according to the time of day and the days the classes are held on.

If you need to write an exam in the gym (large courses), let an administrator in the department know when contacted. (e.g. Tabitha Vasquez)

One or two term exams may not exceed three hours in length

Students may not enter a final exam after 30 min of the start, and may not leave the final exam before 30 min has elapsed

Students who must visit the bathroom during an exam must alert a proctor, leave the exam with the proctor and be escorted to the washroom.

g. Deferred Exams

A student who falls ill or is otherwise hampered from writing their final exam should apply for a deferred exam from their faculty within 2 days after the missed exam, or as soon as possible

Deferred exams for the fall term must be completed and marks submitted to the registrar before Reading Week in February

Deferred exams for the winter term must be completed and marks submitted to the registrar before June 30

Timing of deferred exams is arranged between the instructor and the student

If a student has not completed enough of the course requirements to pass a deferred final exam, the request for a deferred exam may be denied

If a student becomes ill during an exam they may present the exam to the instructor and request that it be cancelled, then follow the procedure for requesting a deferred exam.

For more information go to: <http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.5.html>

h. Grading

Final exams must be graded and the grades submitted to the chair via BearTracks within 5 working days of the exam. Exams must be saved 1 year.

The chair or chair designate must approve all grades before they are sent to the registrar.

Instructors **are not allowed** to release a letter grade to a student; the registrar's office will notify the student after the approval process has been completed.

There is no rule at the University of Alberta stating that classes must be curved although there are guidelines for assigning marks which can be found at:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Grading-Procedure.pdf>

Students **must** stop writing when the end of an exam is called. Instructors have the right to decide whether or not to grade additions to the exam after the official exam period is over.

Reporting of Grades via BearTracks: If you have a large class then it is easiest to go to BearTracks and download the class list. Fill in the letter grades and then reupload the document. Firefox browser works very well.

Once you have entered the grades, then click the button found by the course title and number. A warning sign will come up that if you submit the grades you will not be able to change them. Click to submit, an email will go to the chair who will approve the grades.

AE	aegrotat standing
AU	registered as an auditor
AW	registered as an auditor and withdrew
CR	completed requirements, no grade point value assigned
EX	Exempt
IN	Incomplete
IP	course in progress (assigned to Part A of a Two-Term or One-Term A/B Course with the final grade assigned to Part B)

IP*	withdrew from or failed course in progress (assigned to Part A of a Two-Term or One-Term A/B Course where the final grade assigned to Part B is a withdrawal or failure)
NC	failure, no grade point value assigned
W	withdrew with permission

Remarks

- 1 grade includes a mark of '0' for final examination missed, or for term work missed, or both
- 2 grade includes a mark of '0' for final examination missed, or for term work missed, or both, and deferred final examination granted
- 3 credit withheld
- 4 re-examination granted
- 5 failure (assigned to failing Graduate Student grades only)
- 6 failure, grade includes a mark of '0' for final examination missed, or for term work missed, or both (assigned to failing Graduate Student grades only)
- 7 failure, grade includes a mark of '0' for final examination missed, or for term work missed, or both, and deferred final examination granted (assigned to failing Graduate Student grades only)
- 8 disciplinary sanction for serious instances of inappropriate academic behaviour
- 9 failure, disciplinary sanction for serious instances of inappropriate academic behaviour (assigned in the same circumstances as the remark of 8 but to failing Graduate Student grades only)

i. Assignments

Assignments in a course must be submitted before or on the last day of class according to the instructions given by the instructor

j. Re-examinations

Re-examinations are allowed by some faculties and department, consult with the chair <http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.5.html>

k. Complaints about Grading:

Students having complaints about grading should first talk to the instructor, after which they may talk to the Chair of the Department in which the course is taught and finally the Dean of the Faculty in which the course is taught

Students needing advice can turn to the Office of the Dean of Students

I. Change of Grade

Changes of grade, e.g. after a completed deferred exam should be filed according to a grade change form that is available from the department administrator.

4. SAS (Student Accessibility Services)

-Students needing special accommodations for exams apply to SAS for accommodations.

<http://www.ssds.ualberta.ca/en/FacultyStaff/ExamAccommodation.aspx>

-Any student registered with SAS desiring alternate accommodations for exams should present the instructor with an introduction letter from SAS. The instructor must fill in the assessment details online at

<https://clock.uss.ualberta.ca/ClockWork/user/instructor/Login.aspx>

-for every exam or quiz occasion. Use FIREFOX to upload exams.

-Instructors must make sure that exams are delivered to SAS by the deadline specified on the student's form according to the accommodations needed for exam purposes.

5. Copyright

See <http://copyright.ualberta.ca/>

6. Bear Tracks

-Bear Tracks can be accessed from the Home Page of the University's website.

<https://www.beartracks.ualberta.ca/>

Sign in with your ccid and password to access your courses and course lists and to submit marks at the end of the course. Note that Explorer is not supported – use Firefox, Chrome or Safari.

Choose the term and you'll get a list of the courses you are responsible for. By clicking the small "people" symbol just in front of the class you can get a class list. This is set up so you can email all or selected members of the class or print the list.

Students use Bear Tracks to register in courses – and the final exam date will be posted with the venue later in the term. If you want to get a best guess of when the final exam will be, search for "examination schedule" in the academic calendar.

7. Eclass

Eclass is the generic name at the University of Alberta for a learning management system (Moodle) that can be used for teaching and student support. Moodle instruction courses are offered free of charge through the Center for Teaching and Learning. Go to: <http://utsregistration.ualberta.ca/CourseCalendar.do> to find and register for sessions. Arrange for a Moodle section to be set up for your class by going to <https://eclass.srv.ualberta.ca/portal/> and requesting a course.

Learning management systems are designed to make teaching easier for you and learning easier for the student. Handouts, quizzes, student grades, examples of exams etc can all be supplied online securely and privately.

8. Course Packs and Manuals

-Course packs and manuals can be prepared for classes containing handouts pre-printed for students and other information. These will be sold by the bookstore for a relatively nominal fee.

-go to <http://www.su.ualberta.ca/businesses/subprint/coursepacks/> for more information and instructions on how to submit your material for your classes.

9. Textbook adoption (University Bookstore)

-Textbook orders must be placed with the bookstore at least a few months prior to the course start to allow time for transport and in some cases printing of new books. Place your order by going to: <http://ualberta.booksoncourse.com/>

-If you will require students to have other materials, e.g. iclickers or labcoats, this will be added to the form you create when you order the textbook.

-If you do not require a textbook it is a good idea to go to the above web address and specify that there are no required textbooks for the course. This information will be transmitted to students

10. Iclickers and the new U of A Web-based PRS:

Iclicker/REEF:

-Iclickers are personal response systems that can be used to increase interactivity in your class. The system that has been evaluated and adopted at the University of Alberta is the REEF (iclicker) system. <https://www1.iclicker.com/>. If you teach in a smart

classroom, there is likely a base station installed in the computer podium, but check the room first! https://ist.ualberta.ca/services/learning-management/iclickers#question_5

-iclicker remote handsets are available for sale at the University Bookstore for a price of about \$ 75 when new. Students who wish to return their iclicker handset after a term of use can return them and receive half of the cost back. The alternative is that students use their smart phone or laptop/tablet to access the wireless REEF. Directions for use of the REEF/iclicker system are found on the website. The department owns about 20 iclicker handsets which can be loaned to students during a course period. We also have a base station that can be used in classrooms that do not already have one

U of A Web-Based Personal Response System:

New resource that can be used to survey the class like the iclicker/REEF system above. Free for use and no special equipment required other than a device that can be logged into the UWS. (smart phones, ipads, laptops)

11. Library Reserve

-Required textbooks can no longer be put on reserve at the library

- for more information go to: <https://www.library.ualberta.ca/reserves>

12. IDQ and Evaluations

-All instructors with more than 9 students in their class are required to use the IDQ evaluations for student evaluations of teaching before the end of classes.

<http://www.gfcpolicymanual.ualberta.ca/en/111TeachingandLearningandTeach.aspx>

-Classes with less than 9 students must be evaluated as well, but may be evaluated in different manners. Check with the chair about appropriate surveys.

-There are 10 mandated questions that are standard which must be on all questionnaires. <http://www.gfcpolicymanual.ualberta.ca/111TeachingandLearningandTeach/1113UniversalStudentRatingsofl.aspx> The education committee in MMI has decided on four additional questions which refer to the TA for your course. These are optional and were chosen to try to avoid the situation where the students in the class compare the TAs to the instructor in terms of the amount of knowledge they have about the course subject. You may add other questions if you wish.

The four TA questions suggested by the Education Committee are:

1. I found the teaching assistant approachable in terms of asking for help

Updated May 2017

2. The teaching assistant treated students with respect
3. The teaching assistant spoke clearly
4. The teaching assistant was enthusiastic

Extra questions may be added to your personalized IDQ form.

All evaluations are now done online. The best way to get good student participation is to allow them 15-20 minutes in class to complete the form.

-Numerical values for the 10 mandated questions are posted online for students to see. Instructors do not have access to this site at the present time.

-For interpretation of the item analysis and statistics on the result form, go to:

<http://ist.ualberta.ca/at/tsqs/idq>

