

Arthur Labatt Family School of Nursing

NURS 1050A: Academic and Professional Strategies for Success in Nursing Fall 2026

Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements



Stable internet connection



Laptop computer

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 9	October 10-18	December 9	December 10	December 11–22

September 30, 2026, is National Day for Truth and Reconciliation and is a non-instructional day

November 30, 2026: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Section	Course Instructor	Contact Information
001	Caitríona Buckley	caitrona.buckley@uwo.ca

Section	Course Instructor	Contact Information
002	Colleen Breen	cbreen4@uwo.ca

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

Students will acquire strategies to transition into university and the BScN program which will help them acquire the foundational skills necessary to succeed both academically and in professional practice.

Prerequisite(s): Registration in The Direct Entry BScN Program

Extra Information: 3 lecture hours

Course weight: 0.50

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode: In-Person

Expanded Course Description

In this course, students will develop the tools and strategies necessary to be successful both academically and in professional nursing practice. In the first half of this course, students will explore topics which will help them to thrive in the academic environment, including finding and sourcing scholarly literature, writing at a university level, developing organization and time-management skills, working in groups, and communicating with others in a professional way. In the second half of the course, students will examine topics that will help to prepare them for success in professional nursing practice, including how to give and receive feedback, conflict management, reflection and self-care in practice, mentorship, leadership, and the importance of self-awareness and life-long learning.

Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Select relevant sources to support academic and professional oral and/or written communication.

2. Use evidence-informed and scholarly communication in all academic and professional interactions.
3. Demonstrate components of successful academic writing including the use of different writing formats as communication tools and ability to critique strengths and weaknesses in written work.
4. Critique use of personal planning strategies through self-reflection on time management.
5. Explain how self-directedness, responsibility, and accountability is applied in university situations.
6. Examine how personal values, beliefs, and culture influence communication with professional colleagues and clients.
7. Use feedback and conflict resolution strategies to promote healthy relationships at school and in future nursing practice.

Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

1. Clinician: 1.23, 1.24, 1.25, 1.26
2. Professional: 2.2, 2.3, 2.5, 2.6, 2.9
3. Communicator: 3.2, 3.3, 3.4, 3.5, 3.6
4. Collaborator: 4.1, 4.3, 4.5
5. Coordinator: 5.3
6. Leader: 6.2, 6.4, 6.5, 6.6, 6.7, 6.9
7. Advocate: 7.6
8. Educator: 8.3, 8.5
9. Scholar: 9.1, 9.2, 9.3, 9.4, 9.5, 9.7, 9.8

Course Content and Schedule

Date	Topic	Course goals	Assignments/Activities
Week 1	Introduction to Academic and Professional Strategies for Success in Nursing	1, 2, 3, 4, 5, 6	• Introductions • Overview of the course, including assignments • Discussion: Opportunities, barriers to learning, and strategies for success
Week 2	Communication in Academic & Professional Contexts	2, 3, 4, 5, 6, 7	• In-class unfolding case • Practice communication activities
Week 3	Organization and Time Management for Success	1, 4, 5, 6	• In-class unfolding case • Time management questionnaire • Group application of theory to practice activity
Week 4	APA Essentials and Academic Integrity	1, 2, 3, 4, 5, 6, 7	• <i>In-class Collaborative APA quiz</i> ◦ Answer questions collaboratively ◦ Each student submits their own assignment by end

			of class 15% of overall grade • NOTE: Groups for <i>Choose Your Own Learning Adventure (CYOLA)</i> Assignment groups will be released on October 1 by 1700.
Week 5	Teamwork: Roles, Relationships, and Results	2, 3, 4, 5, 6, 7	• <i>In-class Beging your Choose Your Own Learning Adventure (CYOLA) Assignment</i> - Decide on a topic for study - Create a Project Map and Group Charter (to be submitted October 22 at 2359 in dropbox)
Week 6	Strategic Literature Searches: Finding Reliable Evidence	1, 2, 3, 6, 7	• Finding scholarly evidence • In-class literature search • <i>Submit Project Map and Group Charter October 22 by 2359 in dropbox</i>
Week 7	Strategic Writing: Communicating in Academic and Professional Contexts	1, 2, 3, 6, 7	• Scholarly writing practice activities
Week 8	From Classroom to Clinical: Exam Mastery and Quality Assurance	1, 2, 3, 5, 6 4, 5, 6, 7	• Goal setting activity Preparation for QA assignment Week 9 • Practice exam
Week 9	Quality Assurance (QA) Application of Theory to Practice	1, 2, 3, 5, 6 4, 5, 6, 7	• In-class individual QA <i>assignment</i> 15% of overall grade
Week 10	Approaches to Learning: Optimizing Success	1, 2, 3, 4, 5, 6, 7	• Approaches to Learning practice activities • CYOLA Assignment <i>Presentation</i> <i>Evidence Summary</i> <i>Due by November 19 at 2359</i> <i>30% of overall grade</i> <i>Peer evaluation due November 26 at 2359</i>
Week 11	Leadership, Mentorship, and Followership in Nursing	1, 2, 3, 5, 6	• Leadership and Followership questionnaires
Week 12	Self-Care Practices and Resilience Building in Nursing Exam Review	1, 2, 3, 5, 6 4, 5, 6, 7	• Individual reflection and self-care plan • Exam Review

TBD Exam Period	FINAL EXAM	1, 2, 3, 4, 5, 6, 7	- Cumulative 30% of overall grade
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Course Materials You Must Acquire and Their Costs

Required: American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association.

Where to get it: [UWO Bookstore](#), or anywhere else you can find it

Cost:

Physical: \$52.55 (at the bookstore)

eBook: approximately \$35 (external sites)

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weight	Flexibility	Learning Outcome
In-Class Exit Tickets	Submission through Brightspace	10% (2% each)	Must complete 5 of 8 to receive full 10% ¹	All
In-Class APA Style Quiz	Multiple-Choice Questions	15%	N/A	3
Choose your own Learning Adventure Assignment	Group Project	30%	72-hour no late penalty ²	All
In-Class Quality Assurance Assignment	Submission through Brightspace	15%	N/A	5
Final Exam: Cumulative	Multiple-Choice Questions	30%	N/A ³	All

Notes:

1. This course includes 8 exit tickets linked to weekly lecture content. To provide flexibility, students are only required to submit 5 to receive 10% of their final grade. As a result, academic consideration requests will not be granted for the first 3 missed exit tickets.
2. You are expected to submit this assignment by the deadline listed. Should extenuating circumstances arise, you are permitted to submit your assignment up to 72 hours past the deadline without a late penalty. No Academic Consideration is required for this extension. Students submitting their assessment beyond the extended deadline will receive a penalty of 5% per day that it is late. Academic Consideration requests may be granted only for extenuating circumstances that began before the deadline and lasted longer than the extension. Students must not provide medical or compassionate documentation to the

instructor and instead must submit in the Student Absence Portal.

3. You cannot use undocumented absences for final exams.

Detailed information about assessments

In-Class Exit Tickets (Relates to all Course Learning Outcomes)

Weight: 10%, (2% each)

Due: By the end of the assigned class

The purpose of this assignment is to:

- Apply concepts into practice

Use of AI

Students are **not** permitted to use AI to complete this assessment.

Full Description

During the designated weeks of the course, students are required to complete and submit an exit ticket before the end of class. This course includes 8 exit tickets linked to weekly lecture content each weighted at 2%. To receive 10%, students must submit 5 exit tickets. Students that submit more than 5 exit tickets will not receive additional marks. Exit tickets are designed to promote engagement with weekly course content and provide an opportunity for students to apply concepts immediately following instruction. Exit ticket grades are based solely on completion and submission. Students who submit their exit ticket by the deadline will receive the full 2% allocation for that activity. **Late submissions will not be accepted.**

In-Class APA Style Quiz (Relates to Course Learning Outcome 3)

Weight: 15%

The purpose of this assignment is to:

- Explore available APA resources
- Apply recent learning to the completion of questions about APA style

Use of AI

Students are **not permitted** to use AI tools to complete this assignment. All submitted work must be the student's own original work and demonstrate their individual understanding and application of course concepts.

Full Description

Students will work with their peers to answer APA questions posted under the Quiz tab on the course site. Students will need to find answers by looking through the APA manual and/or exploring the APA online resource. **Each student submits their own quiz by the end of class for 10% toward their course grade.**

Choose Your Own Learning Adventure (CYOLA): Group Assignment (Relates to all Course Learning Outcome)

Weight: 30%

The purpose of this assignment is to:

- Practice autonomy and self-direction in learning
- Develop collaboration, leadership, and communication skills
- Enhance resource evaluation, organization, and critical thinking
- Reflect on learning strategies and processes

Use of AI

Students may use AI tools for **preliminary research and grammatical editing only**. AI tools may not be used to generate, draft, rewrite, analyze, or complete assignment content. Students remain responsible for the accuracy, originality, and integrity of all submitted work.

If AI is used for permitted purposes, students **must disclose and cite its use** in accordance with APA guidelines (see below). The citation **must include the URL of the chat or conversation** in its entirety used to support the work. Failure to follow the course policy regarding GenAI may result in a grade of zero and may constitute a breach of academic integrity and will be addressed in accordance with institutional academic misconduct policies. Students are encouraged to retain records of their AI interactions and be prepared to provide them upon request.

APA AI Use Citation: AI Company Name. (year, month day). *Title of chat in italics* [Description, such as Generative AI chat]. Tool Name/Model. URL of the chat

Example: OpenAI. (2026, August 17). *AI Use in Nursing* [Generative AI chat]. ChatGPT. <https://chatgpt.com/share/6a835b8d-d89c-83ea-95c9-6735e5e361bb>

Full Description

Working in assigned groups of 3 or 4, students explore a topic of their choice that is connected to Strategies for Success in Nursing and approved by the Professor. Groups set their own learning goals, collaborate on a Project Map and Group Charter in-class during the Teamwork lecture, independently source and explore resources, and share their findings in a five-minute group video presentation, ensuring that each member speaks. Project Map and Group Charter **must** be submitted as a **Word Document**.

In-Class QA Assignment (Relates to Course Learning Outcome 5)

Weight: 15%

The purpose of this assignment is to:

- Reflect on gaps in and goals for students' own learning
- Develop a plan to recognize and address their knowledge gaps and promote/support continued learning

Use of AI

Students are **not permitted** to use AI tools to complete this assignment. All submitted work must be the student's own original work and demonstrate their individual understanding and application of course concepts.

Full Description

Students apply the quality assurance process to academic and professional knowledge gained throughout the term. The importance of continuous quality improvement and lifelong learning is emphasized through engagement in self-reflection, setting goals, and identifying the value that they bring to their academic environment every day. **Must** be submitted as a **Word document**.

Final Exam (Relates to all Course Learning Outcomes)

Weight: 35%

The purpose of this final examination is to assess student learning and retention of important principles and concepts across all weeks of the course for 30% of the total course grade.

General information about assessments

- ☒ All assignments are due at 23:59 EST unless otherwise specified
- ☒ You are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0
- ☒ Written assignments will be submitted to Turnitin (statement in policies below)
- ☒ You will have access to Turnitin reports before your submission is graded. You may have 2 submissions to Turnitin.
- ☒ You might not receive the same grade as your group members if it is determined that the distribution of work was not equal
- ☒ Prior to the filing of a written request for relief, you must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If you are dissatisfied with the decision of the instructor or you do not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three (3) weeks from the date that the mark was issued. Refer to statement below.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or “giving away” of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented.”

Information about late or missed assessments:

- ☒ Late assessments without academic consideration will be subject to a late penalty of 5% per day.

Course-specific conditions:

- ☒ To pass the course, students **must** attain a weighted average of at least 65% in the assessments AND an average of at least 65% on the final exam.
- ☒ All assignments must be submitted to be successful in the course.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy.

Academic Policies and Statements

All policies are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#).

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35) and Non-Discrimination/Harassment Policy – Administrative Procedures (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's Human Rights Office. Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the policy on [Scholastic Discipline for Undergraduate Students](#).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

For group assignments, groups should keep track of individual contributions so that sources and authorship can be verified if academic integrity concerns arise. Scholastic offences will be attributed to particular individuals wherever possible. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

Use of Artificial Intelligence (AI) for the Completion of Course Work

Policies for using generative AI tools (e.g., ChatGPT, Gemini, Copilot) vary by assignment in this course. Each assignment will clearly indicate whether and how AI tools may be used.

You must not use AI to generate final answers, complete assignments for you, or replace your own thinking and analysis. If you use AI, you must clearly explain how it was used. Using AI in ways that are not allowed, or not declaring its use, may be treated as a scholastic offense.

You are responsible for reviewing and following the AI guidelines provided for each assignment. If you are unsure whether a particular use is allowed, ask before using it.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. **Students must reflect for a minimum of 48 hours prior to reaching out to the grader.** If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment. Refer to **Appendix A** for further details.

Students who need assistance with their writing skills should contact on-campus resources for support at: <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

During Lectures

Although you are welcome to use a computer during lectures, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.

Appendix A

Review of Graded Assignments

Further details about this process provided in “expanded description”

