



**Ontario
Institute of
Health and
Innovation**



2025

Faculty Handbook

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The Institute does not discriminate based on race, colour, national origin, sex, religion, age, disability, genetic information, veteran status, sexual orientation, or gender identity in employment or the provision of services.

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1. Introduction

We are proud to have you as a faculty member at Ontario Institute of Health and Innovation (OIHI). At OIHI, we strive to provide the best experience for our students and faculty. As a faculty member at OIHI, you provide students with skills and knowledge to help them achieve their academic potential and obtain practical hands-on experience. At OIHI, we strive to build a strong foundation of concepts students can use to launch, apply, and enhance their careers. OIHI faculty provide students with an inspiring, innovative, and positive learning environment.

For more information about OIHI, please visit Ontario Institute of Health and Innovation's [website](#).

2. General Instructions

2.1. Onboarding New Faculty

2.1.1. Institutional Login Account

As a new faculty member, your People and Culture representative will share your institutional account credentials with you. You can use them to access all institutional platforms, such as the Learning Management System (Canvas), MS Teams, Office 365 Applications, classroom computers/laptops, printers, and other resources. Login credentials are confidential, and faculty members must take appropriate measures to keep them private from other students or staff.

2.1.2. Onboarding and Training Sessions

All new instructors are required to complete the onboarding process which has online and in-person components. The onboarding covers several areas that are important for faculty members to be able to carry out their duties effectively, including but not limited to:

- HR Onboarding
- IT Onboarding
- Faculty – Policy Onboarding
- Faculty – Canvas Onboarding
- Faculty – Learning and Development Hub Onboarding
- Program Specific Onboarding
- Faculty Questions and Answers

The onboarding process is mandatory for new faculty and will be renumarated at the faculty administrative rate.

2.1.3. Program-Specific Information

Some programs have specific regulatory and professional requirements that the Program Lead/Supervisor will communicate to faculty. For instance, the Personal Support Worker program is delivered in accordance with the National Association of Career Colleges standards and policies. It is run in modules with standardized exams proctored by a third-party platform.

2.2. Campus Safety Rules

OIHI is committed to prioritizing the safety and well-being of its students, faculty and staff in fostering a secure and conducive learning environment. For this purpose, the Institute has put the following measures in place to ensure that, as a community, we contribute to the collective effort of upholding safety standards and fostering a culture of security and trust within our workplace.

2.2.1. Employee Handbook

The Employee Handbook, a comprehensive guide encompassing the policies and procedures relevant to our professional lives within OIHI, is a cornerstone in ensuring the safety of our campus(es). Within its pages lie invaluable insights on the following:

- HR protocols and policies
- Emergency procedures
- Preventive measures that collectively contribute to maintaining a secure environment for all.

While the Employee Handbook is designed to address the needs of the entire community, it is particularly pertinent for faculty members who play a pivotal role in guiding and nurturing our students. By familiarizing ourselves with the contents of the Employee Handbook, we not only equip ourselves with the knowledge required for our own safety but also become invaluable contributors to fostering a secure and supportive environment for our students.

For more information about the Institute safety protocol and procedures, please refer to the Employee Handbook shared with you via email by HR

2.2.2. ID Cards

All faculty members will be provided with an institutional ID card. Wearing this ID card is mandatory for all faculty, staff, and students. The ID card not only serves as a visual means of identification but also plays a crucial role in maintaining the security and safety of our community. It enables us to recognize authorized individuals easily and enhances our overall campus security measures. Please ensure your ID card is always visibly displayed to facilitate an organized and secure environment for everyone.

2.2.3. Children On-campus

As we strive to maintain a focused and professional environment, we follow a policy that prohibits children on our campuses. This policy applies to all faculty, staff, and students. While we understand the importance of family, the campuses are designated for educational and work-related activities only. This policy ensures a conducive teaching, learning, and professional development atmosphere.

2.3. Facilities

OIHI provides facilities and shared spaces to enhance the faculty experience and support them on our campuses. We all must take responsibility for the shared facilities and areas and ensure their cleanliness and orderliness.

2.3.1. Faculty and Staff Lounge

The faculty lounge will be accessible to all faculty members and staff during operational hours.

2.3.2. Classrooms

Classrooms are equipped with furniture and electronic equipment to facilitate teaching and learning. To move classroom furniture and rearrange workstations, and for any other requests, the Academic Director's approval is required. Whiteboard markers and erasers are available at the front desk. Please avoid using permanent markers on the whiteboard in the classrooms.

2.3.3. Academic Resources

Faculty and students have access to a wealth of academic resources, including a collection of scholarly journals, reference materials, and research databases, ensuring comprehensive support for teaching and research endeavors.

2.3.4. Printing

We provide photocopying machines and printers for the convenience of faculty members and staff. Only materials relevant to teaching are allowed for printing; please consider the environment when printing. All assessments must be submitted by students electronically via Canvas unless otherwise required by the course syllabus.

2.3.5. Access and Use of Workstations

OIHI regards its computer and IT systems as a vital and integral part of its business and defines their acceptable use as activities related to academic purposes and schoolwork. All installed applications are pre-approved by the IT department. Users may not install, modify, or uninstall any software. The Institute will deal with any actual, attempted, or suspected infringement of this IT policy very seriously. Following any infringement incidents, OIHI may take immediate action against anyone acting or attempting to act in breach of this policy, which could result in termination of services in severe cases. You must only use your OIHI credentials and formal institutional email to access all systems and respond to emails.

Faculty can use workstations in the library and computer labs for the following academic purposes:

- Browsing the internet for schoolwork.
- Conducting academic research.
- Accessing in-house resources (Student portal, Canvas Portal).
- Accessing the Office 365 account provided by the College.

Workstation on campus may not be used to:

- Access any personal account (email accounts, social media accounts).
- Access to websites that could host sensitive content.
- Access offensive, inappropriate, or illegal content.

2.4. Institutional Contacts

Please consult the [Internal Contact List](#) for updated emails of college units, OIHI staff and their titles.

3. Faculty Expectations and Professional Standards

3.1. Dress code

Our institution aims to uphold professionalism in all aspects of our work, including our workplace and in how we present ourselves. Professional attire is expected during all working hours. Please refer to the Employee Handbook for a complete list of acceptable and unacceptable attire.

Unacceptable Attire

- Shorts
- T-shirts with logos
- Tank tops, tube tops, halter tops with spaghetti straps
- Midriff length tops
- Ripped and excessively decorated jeans
- Flip flops



3.2. Professional Communication

In all instances, faculty should always maintain professionalism in their communication with students and staff. The student community in our institution is diverse, and the faculty are expected to be mindful of different cultural contexts in their communication.

Communicating with students via social media is inappropriate. This includes but is not limited to WhatsApp groups, Instagram, Facebook, and Snapchat.

3.2.1. Email Correspondence

Emails are one of the primary methods of communication with students and staff. Faculty members must always use their institutional emails for all official correspondence. Two business days are the expected response time for emails from staff and students. Faculty members cannot contact students through personal email and phone calls.

- The email systems are available for communication in matters directly concerned with the legitimate business of the Institution. When using these systems, faculty members should consider the following:
- Email messages and copies should only be sent and forwarded to those to whom they are particularly relevant. You should be careful not to copy emails automatically to all those originally copied into the original message. Doing so may result in disclosing information to the wrong person and, at least, cause unnecessary distraction.
- Email should not be used as a substitute for face-to-face communication
- If emails are confidential, you must take necessary steps to protect confidentiality. If you receive any email that is not intended for you, you should promptly inform the sender.
- You are prohibited from forwarding, copying, or blind-copying institutional emails to your personal email accounts or those of a third party and using personal email accounts for OIHI's business. In case unusual circumstances require you to use a non-institutional email, you must seek the approval of the Academic Director for such usage, forward all messages sent and received from your personal account to the respective academic staff, and once your access is restored, promptly delete all copies from your personal email account.
- Across all campus sites and GUS Canada brands, instructors can only log into classroom computers with their institutional emails: (@oihi.ca). This is to stay consistent and comply with data security policies. Please refer to the [Helpdesk User Guide](#) for submitting IT support tickets.

OIHI will not tolerate the use of the email for unofficial or inappropriate purposes, including messages that could constitute bullying, harassment, or other detriments; online gambling; and personal use (e.g., social invitations, personal messages, jokes, cartoons, chain letters or other private matters).

For any issues related to accounts or access issues, please reach out to the IT Helpdesk: helpdesk@myoihi.ca.

3.2.2. Canvas (Learning Management System)

Canvas is a Learning Management System that facilitates teaching, learning, and communication between faculty and students. There are several features which serve this end. Faculty members can use announcements and direct messaging. Please note that giving students access to your Canvas or log-in accounts is prohibited. Students are not allowed to conduct any grading activities or take attendance for you.

Canvas announcements broadcast information to the entire class. Announcements should only contain the information that applies to all students. Any student-specific and confidential information cannot be posted as an announcement.

Canvas messaging is a form of direct and convenient communication with students and can be used in conjunction with emails. Canvas messaging allows faculty to send messages to groups of students based on their academic performance in the class. Please remember that Canvas administrators have access to the messages between faculty and students.

3.3. Class Delivery Mode

3.3.1. Class Timings and Breaks

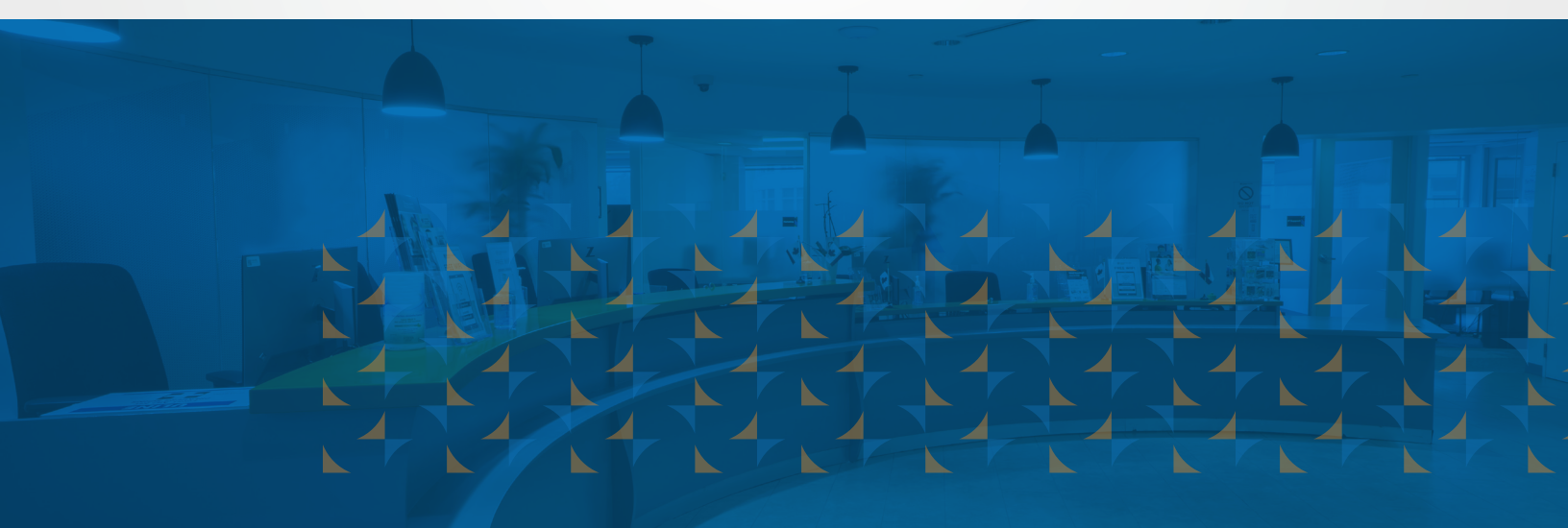
For in-person class delivery, faculty are expected to arrive 15 minutes before the start of class and stay until the end of class. It is advisable to give a 10-minute break every hour. Faculty are role models for our students, and punctuality is a behaviour that we should demonstrate to our students.

3.3.2. Attendance

Student attendance is to be recorded daily through the Canvas student portal. The academic department will provide you with training on using the attendance function. If you experience technical issues, please take attendance manually on the attendance sheet provided to you by the academic department. Please note that students enrolled in online courses will be considered as attending if they are actively engaged and complete their learning activities for the respective week. Attendance data will be collected and shared with you in the Course Summary Reports periodically during the semester.

3.3.3. In-person and Online Hybrid Delivery Model

Most OIHI courses are delivered in a hybrid mode, that is theoretical components are delivered online synchronously, and practical components are taught in-person on campus. Faculty cannot change the delivery mode of the courses to which they are assigned. All faculty must review materials pertaining to e-learning housed in the Faculty Learning and Development Hub located on Canvas (coming soon).



Please follow best practices in online teaching, prioritizing active learning strategies and student engagement. These practices should also be reflected in the use of class time. Below is an example course structure for a fully synchronous, 5-hour session:

Time (Minutes)	Component
15	Introduction and Previous Class Revision
40	Content Delivery 1
15	Discussion 1
40	Content Delivery 2
25	Break
45	Group Activity
40	Content Delivery 3
15	Discussion 2
25	Break
30	In-Class Activity/Assignment
10	Class Summary

3.4. Administrative and Productivity Platforms

3.4.1. SharePoint

Your SharePoint account will be activated when you receive your institutional login credentials. You will be added to the Faculty SharePoint site, where the academic department uploads academic policies, guidelines, forms, Course Portfolios, semester-specific information, and the faculty individual folder.

The faculty individual folder serves as the communication platform that allows the academic department to upload faculty-specific files for the instructors to view. Those files include but are not limited to the Course Summary report, Online Course Audit report, Course Feedback Survey results, Faculty Performance Review files, Performance Improvement Plan, etc. These elements will be explained appropriately during the faculty orientation. Nonetheless, faculty are encouraged to ask their Program Lead/Supervisor, Quality Assurance Team, and/or Academic Director for clarification if they have questions.

3.4.2. MS Teams

MS Teams is an enterprise communication platform that aims to forge smoother and easier communication between individuals or teams. The academic department utilizes the platform to set up course-specific chats to encourage communications between instructors who teach the same course, share best practices, and build community, fostering a positive and learning-centred professional working environment.

MS Teams is also the primary platform for contacting academic staff for informal communication.

3.5. Faculty Support Services and Professional Development Training

3.5.1. The Teaching Development and Enhancement (TDE) Department

The Teaching Development and Enhancement (TDE) department fosters teaching and learning excellence within OIHI. The team is dedicated to supporting and enhancing faculty learning and professional development, ensuring that all faculty are equipped with the latest pedagogical techniques, knowledge, and tools to provide great experience to learners from diverse cultural backgrounds.

In addition to organizing Professional Development (PD) sessions, the TDE team will also assist faculty in navigating and maximizing the use of Canvas by providing the necessary resources to manage course materials efficiently, interact with students online and in the classroom and make the learning process more accessible and practical.

Another critical function of the TDE department is providing a diverse array of resources to the TDE team, which come in various formats - including digital tools, instructional guides, and multimedia content - and are carefully curated to assist you in enhancing your teaching methods. TDE's commitment to ongoing faculty development and resource provision underscores its role as a cornerstone in advancing educational standards and student success.

Faculty Professional Development (PD) is typically held during each semester and exact dates will be communicated by the Academic Department. PD sessions provide training, workshops, seminars, discussions, and lectures to all faculty members at the institution. The topics may come from various stakeholders, such as the faculty members themselves, the Teaching Development and Enhancement Team, the academic leadership team, or arising institutional priorities. PD sessions aim to provide professional growth opportunities by fostering collective teaching efficacy, hence improving the learning experience that the institution creates for students.

PD sessions are mandatory for all faculty and will be paid at the administrative faculty rate for the length of the session. All PD workshops will lead to an official certification of participation with the faculty member's name.

3.5.2. Course Portfolio

Each course has a Course Portfolio containing teaching materials and resources that faculty members can use to teach. The Course Portfolio will ensure consistency and learning value in programs so that students receive the same experience across groups. The academic team approves all materials in the Course Portfolio to meet the high standards for each course. Referencing and utilizing the Course Portfolio will allow faculty to spend more time on instructional planning and delivery rather than developing the course content.

Course portfolios are uploaded to the Faculty SharePoint under the Course Portfolio folder. The Course Portfolio is regularly reviewed and updated by the Academic team, and contributions from the faculty members are highly encouraged. Approved teaching materials will be uploaded to the Course Portfolios and are available to other faculty teaching the same course as a part of the bank of resources.

3.5.3. Other Resources

Faculty may be provided access to Turnitin account for teaching enhancement purposes. All accounts can be accessible with institutional credentials.

4. Classroom Management

Effective classroom management serves as the cornerstone of a well-functioning educational setting. By establishing clear expectations, maintaining an organized and structured environment, and implementing proactive strategies, faculty members not only create a space conducive to learning but also empower students to thrive academically.

Faculty members should take certain actions to establish and maintain a conducive learning environment for successful instruction. These actions involve making decisions regarding the structure, organization, and course activities that manage students' expectations and behaviours.

4.1. Managing Challenging Behaviour

Common distracting behaviours in class could be any of the following:

- Late-comers
- Rule-breakers
- Attention-seekers
- Aggressive/Defensive students (especially if their point of view about a topic is not accepted)
- Dependent Learners (who constantly need help)
- Disengaged Learners
- Easily Distracted Learners
- Hostile Learners
- Resistant Learners

Distracting student behaviours could easily dampen a positive learning environment; therefore, setting the ground rules for classroom management is essential. As far as possible, try to de-escalate any issues in the classroom and then deal with them privately with the student or, if required, in the presence of the Program Lead/Supervisor or the Academic Director. If you are frustrated and unable to deal with an escalating situation, please remove yourself from the classroom and call on support from the academic team.

Possible mitigating strategies:

- Being steady, consistent, and firm.
- Acknowledging the feelings of the individual.
- Remember that disruptive behaviour is often caused by stress or frustration.
- Addressing the disruption individually, directly, and immediately.
- Be specific about behaviour that is disruptive and set limits.
- If the student is non-compliant and aggressive, you can call Student Services /Program Management or Security for backup.

- Ask the student to see you after class to address the disruption. Explore the causes of the incident and discuss appropriate behaviour.
- Paying attention to warning signs that the situation is nearing escalation toward violence.
- Being aware of your limitations – operating within your scope of comfort.
- Remember, sometimes, the best way to de-escalate a situation is to listen; we all want to be heard.

Avoid:

- Arguments or a shouting match.
- Do not blame or ridicule the student or use sarcasm.
- Do not touch the student.

4.2. Managing Students with Accessibility Needs

Respectful of its obligation to students with disabilities, OIHI adheres, in spirit and practice, to the Ontario Human Rights Code. The Institute is committed to providing access to an educational environment that fosters a climate of mutual respect, fairness, dignity, and equitable treatment and to extending students opportunities to exercise their worth and potential. As an educational institution, we have a duty to accommodate up to the point of undue hardship. This duty begins when a student requests academic accommodation due to a disability or when OIHI becomes reasonably aware that the student requires accommodation.

Academic accommodations allow a student with a disability or medical condition a fair opportunity to engage in academic activities and fulfill essential course and program requirements. Disabilities can be permanent, temporary, episodic, visible, or invisible, meaning that a student's accommodation may be permanent or temporary. Some examples of academic accommodations include but are not limited to extensions for assignments, extra time for tests/exams, a separate and quiet space for writing tests/exams, the ability to record the lecture, preferential seating, using a scribe to help the student transfer their test responses to the paper.

If a student approaches you requesting accommodation or accessibility services, please refer them to Accessibility Services: accessibility@oihi.ca. The Accessibility Team is available to consult directly with faculty should there be any questions or concerns about a student's Accessibility Plan or if support is required to better understand the implementation of academic accommodations, in general.

4.3. Non-Academic Student Complaints and Violations

The Student Services Department addresses matters concerning student non-academic misconduct, sexual violence prevention and response, and compliance with the OIHI student code of conduct. The department strongly encourages an educational approach to promote civility, responsibility, and respect in our community and focuses on maintaining a safe environment while shaping caring and responsible professionals. The Student Complaint Policy 3-301 and other policies and procedures can be found on OIHI website or accessed via the Faculty Portal.

The Student Services Department can be reached at studentservices@oihi.ca.

5. Class Cancellation

Class cancellations should be avoided. OIHI strives to deliver classes according to the schedule to ensure students' success in achieving learning objectives. In rare cases where the faculty member is unable to teach the class the Program Lead/Supervisor will cover the course if available. As OIHI grows, a pool of qualified substitutes may be available to cover faculty absences.

5.1. Due to Weather

If a scheduled in-person class needs to be cancelled due to weather conditions, students will receive an email communication from the Student Services Department (SSD). Additionally, announcements will be posted on social media in addition to Canvas, and the People and Culture Department will issue an email notification. In rare situations, the faculty may be informed via a phone call. Faculty members will then be required to repost this communication in Canvas announcements for the students. Faculty members cannot cancel class time themselves.

In-person labs and practica cancelled due to inclement weather must be rescheduled. In the case of practica or placement hours it is the student's responsibility to make up lost shifts in collaboration with the placement team.

5.2. Due to Emergency Situations

In case a class needs to be cancelled due to any emergency experienced by the faculty member, then the faculty must notify the Program Lead/Supervisor or the Academic Director by filling out the Class Cancellation Notice available in the Faculty SharePoint as soon as possible. The Program Lead/Supervisor or the Academic Director will post an announcement on Canvas to inform students about the cancellation or make-up arrangements.

5.3. Due to Planned Absences

In case a class needs to be cancelled due to a planned absence, the faculty member must provide at least 2 weeks' notice by filling out the Class Cancellation Notice and sending it to the Program Lead/Supervisor or the Academic Director. The Program Lead/Supervisor or the Academic Director has the right to approve or decline the faculty's request, taking into consideration the reason for the planned absence. An example of a planned absence likely for approval would be a medical specialist's appointment the faculty member could not have been aware of before agreeing to deliver the course.

The class will be covered by a substitute faculty member or the Program Lead/Supervisor unless it is impossible. The faculty members must do their utmost to support the Program Lead/Supervisor in ensuring the class runs smoothly in their absence. Faculty members are expected to provide a lesson plan for the substitute instructor should their planned absence be approved.

5.4. Rescheduling

Rescheduling class time inconveniences students who may have other commitments and risks complicating the smooth delivery of courses within tightly designed programs. The only instance when classes can be rescheduled is when an emergency prevents the faculty member from delivering a course and a substitute faculty and Program Lead/Supervisor are not available. Class time cannot be rescheduled by the faculty member. All the necessary arrangements will be made by the Program Lead/Supervisor or the Academic Director.

6. Assessments

Faculty members can access course materials, including assessments, via the Faculty SharePoint and Canvas. Evaluation methods include tests, assignments, exams, open-book assessments, participation in class discussions, performance in presentations and group work, report writing, and demonstration of practical skill requirements. Students should be informed of the number and types of assessments used to evaluate their learning outcomes, along with the expectations of each assessment, including penalties for late submission or missed assessments.

Faculty members must provide students with a copy of the rubric that will be used to evaluate presentations, report writing, or any other assessment with specific requirements. The rubric must be presented to students when the assessment is announced so they understand expectations. Detailed constructive feedback should be provided to students that clearly identifies the areas the student can work on in the future to achieve higher grades and deepen their learning. **Record and upload grades with constructive feedback as soon as possible and before the grade upload deadlines.**

7. Meeting Standards: Feedback and Continuous Improvement

This section provides an overview of the performance review process, including evaluation methods and timelines. It also emphasizes the importance of constructive feedback, collaboration, and ongoing support in improving faculty performance and advancing our institution's mission.

7.1. Faculty Performance Review

Faculty performance will be assessed periodically during the times indicated in the Academic calendar. The performance review process includes:

- Pre-Review (determining which class/date to be reviewed and preparing for the review).
- Review (which includes classroom observation and an evaluation of the faculty's general performance).
- Post-Review (which may include a face-to-face review session and an opportunity for the faculty member to share their feedback).

All faculty members will be reviewed at least once a year. OIHI reserves the right to schedule additional performance reviews on a case-by-case basis. Please refer to the performance review process in the Learning and Development Hub.

7.2. Course Summary Report

Faculty members will be provided with a Course Summary Report periodically during the semester to stay informed about their student's overall academic standing and attendance statistics. At least two summary reports will be available to each faculty member in the Faculty SharePoint under the individual folder typically in weeks 6 and 12. The Week 12 Summary Report will include the results of the Student Satisfaction Survey and student feedback. Faculty members are required to sign and provide self-feedback, returning it to the Academic Department

Modular programs have a different timeline that will be communicated to faculty during the program-specific orientation.

7.3. Course Feedback Survey

Students are required to complete The Course Evaluation survey each semester to share their experiences. This survey covers key areas such as classroom learning experience, evaluation and feedback, and learning resources. Faculty are reminded that the survey process is confidential, and under no circumstances should they attempt to influence student responses or discuss how students should complete the survey. Any such actions undermine the integrity of the feedback process and may discourage honest input from students.

At the end of the semester, you will receive a detailed report with aggregated survey results and student comments to help you reflect on and enhance your teaching practices.

8. Academic Policies

8.1. Assignment Policy

Students are expected to submit their assignments by the due date. Late submissions may incur an academic penalty of 10% deduction for each day, not exceeding seven (7) days. Details regarding the penalty for late submission are available on each course's syllabus and in Canvas course shell.

8.2. Grade Appeal Policy

to final course grades. To initiate an appeal, students must provide substantial grounds and supporting evidence. This involves completing the grade appeal form and submitting it along with a formal appeal letter. Please refer to the Academic Appeal Policy and Procedures posted on the OIHI website.

8.3. Class Absences

OIHI upholds that regular class attendance is essential to student success. Students are responsible for demonstrating that they have met the learning outcomes as defined in their course syllabi and are expected to attend all class sessions (lectures, seminars, labs, field trips, and other course activities).

Consequences of missed evaluation:

- When a student experiences an unforeseen/sudden event or medical condition that results in an unexpected absence, the student should contact the affected class(es) faculty member(s) at the earliest opportunity.
- The faculty member may request supporting documentation from the student to verify the validity and dates of the student's absence but should not request confidential medical information.
 - Absences of a single day related to common cold or flu are at the discretion of the faculty member.
 - If a student misses multiple classes, the faculty should refer the student to the Accessibility Team for support and review.
- Should the unexpected absence be approved by the faculty member, the latter will provide a reasonable opportunity for the student to make up for missed work.

Procedure to request absence from class/evaluation due to exceptional circumstances:

- Students are expected to schedule personal events and appointments outside class hours.
- Requests for planned absences are for exceptional circumstances only when scheduling outside class hours is not feasible.
- The student will request the planned absence in writing to the faculty member as soon as the event/appointment is confirmed, ideally five (5) business days prior to the required absence. The faculty will respond in writing.

Types of Absences

Sanctioned Absences:

Attendance at pre-scheduled academic events by OIHI will be recognized as sanctioned absences. Sanctioned absences require advanced notification. Examples of sanctioned absences may include:

- Class-related field trips/events
- Academic conferences
- Student administrative council meetings/conferences

Planned Absences:

Attendance at pre-planned/pre-scheduled events and appointments of a personal nature will be recognized as planned absences. Planned absences are for exceptional circumstances and require advanced requests for approval (at least 5 business days.)

Examples of planned absences may include:

- Health care appointments which cannot be scheduled outside of class hours.
- Attendance at a funeral or memorial service.
- Appointments for dependents that the student is required to attend and cannot be scheduled outside of class hours.
- Active participation in a major personal event (e.g., wedding).

Should the faculty member approve the planned absence, the latter will provide a reasonable opportunity for the student to make up for missed work.

Unexpected Absences:

Unexpected and significant events that result in missed class(es). Examples of unexpected absences may include:

- Illness or injury.
- Unexpected incidents involving a dependent.
- Death in the immediate family.
- When a student experiences an unforeseen/sudden event or medical condition resulting in an unexpected absence, the student should contact the affected faculty(s) at the earliest opportunity.

Should the unexpected absence be approved by the faculty member, the latter will provide a reasonable opportunity for the student to make up for missed work. The student may appeal a declined absence as per the Academic Appeal Policy posted on the OIHI website.

8.4. Academic Integrity Policy

Academic misconduct encompasses breaches of the principles of academic integrity. This includes but is not limited to cheating, intentional misuse of sources, plagiarism, impersonation, and misrepresentation of facts. Any cheating or plagiarism incident should be reported to the Program Lead/Supervisor. Please refer to the Academic Integrity Policy and Procedure posted on the OIHI website.





As a faculty member, you have the right and responsibility to judge whether the first instance of academic misconduct merits escalation or an informal warning. Academic integrity learning modules are available to students and provided by the academic staff. In the first instance of escalation, the student receives a 0 on the assessment and must complete and pass the academic integrity modules.

In the second instance of escalation, the student may receive an F in the course. Following repeated instances of misconduct, additional corrective action will be taken.

Faculty report academic misconduct through the associated form located on the Faculty Portal, forwarding the completed form to their Program Lead/Supervisor.



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