Course Outline

|  |  |
| --- | --- |
| Course Number: |  |
| Course Title: |  |
| Instructor Name: |  |
| Section/Cohort: |  |

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**Note to instructors (kindly delete before distributing):**

* *This document is a work in progress, please forward any suggestions or updates to*[*doug.ullrich@utoronto.ca*](mailto:doug.ullrich@utoronto.ca)
* *See the link below for the most up-to-date version of the template (date of release will be included in the filename of the template):*[www.oise.utoronto.ca/oise/Programs/OISE\_Course\_Outline\_Template.html](http://www.oise.utoronto.ca/oise/Programs/OISE_Course_Outline_Template.html)

# 1. Contact Information for Course Instructor

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own text):**

1. Please clearly indicate:
   * How you prefer students to contact you (email, phone, etc.) and your likely response time. For example, “Although I will not respond to emails on weekends, I aim to respond to your emails within \_\_\_\_ (e.g. 3) working days.”
   * Your office number. You may also wish to indicate here what your office hours might be.
   * We strongly advise that you do not provide your home contact information or personal cell phone numbers.
2. Please clearly indicate how and where you will communicate if you are ill or in the event of unexpected circumstances. This might be through email or other communication tools. Identify the necessary information you or your students will need to be able to use these means of communication effectively (e.g. home access to a computer, email addresses, familiarity with the Portal).

**Information for Students:**

Students need to regularly check their @utoronto.ca email address for official communication from OISE and their instructors.

# 2. Course Description

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own text):**

1. Cut and paste your course description from the OISE Graduate Studies in Education Bulletin <https://www.oise.utoronto.ca/home/registrar-students/policies-publications>. If your course is not listed here, please contact your Graduate Liaison Officer.
2. You may wish to offer additional detail in an expanded course descriptor as well.

# 3. Course Delivery Modes

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own text):**

Please include information on the delivery details of your course. Below please find information for instructors (in blue) and text to provide to students for various online tools (in black).

In the following section we provide some instructions on how to set up your courses online, as well as instructions for your students on how to access these courses with the most commonly used tools at OISE.

A wealth of resources are offered by:

* The Department of Curriculum, Teaching and Learning:  
  [oiseonline.org](http://oiseonline.org/)
* The CTL website includes a survey of instructor needs in terms of technology, educational platforms available, as well as support both in terms of technology and pedagogical design. Please take the time to fill out the CTL’s Needs’ Survey, to receive some assistance:  
  <https://forms.office.com/Pages/ResponsePage.aspx?id=JsKqeAMvTUuQN7RtVsVSEC-XmAaMZqVKtBKmCBXti9hUQzRSMTNMS0hCSlREVDhCWUxFNTQ3VU5URCQlQCN0PWcu>
* OISE Education Commons:  
  <https://www.oise.utoronto.ca/educationcommons/services/quercus>
* UofT Centre for Teaching Support and Innovation (CTSI):  
  <https://teaching.utoronto.ca/resources/continuity-planning-at-u-of-t/>
  + Planning your course, engaging and assessing Students:  
    <https://teaching.utoronto.ca/resources/>
* An article with some thoughts and considerations on ‘on-camera’ vs. ‘off-camera’ in online teaching:  
  <https://www.insidehighered.com/advice/2021/03/03/why-its-wrong-require-students-keep-their-cameras-online-classes-opinion>

**Notes:**

* Courses have one of three modes: In Person (INPER); Online Synchronous (SYNC); and Online Asynchronous (ASYNC). These are the only valid delivery modes and the old terms, In Class, Online and Hybrid should not be used and where already in place, should be replaced.
* In delivering online courses to different geographic locations and time zones, the recording of class sessions to make them available at different times may be helpful to students.

**A. Zoom**

**Information for Instructors (delete blue text from Course Outline before distributing):**

Zoom allows for live discussion with your students. You can also share your computer screen, allow someone else to share their screen, run a poll/survey, allow for chat questions, create break-out groups, and record your session.

* OISE Lecturers who already conduct their classes online should already have their own Zoom "Pro" accounts.
* If you do not have a Zoom Pro account, send a request to [oise.help@utoronto.ca](mailto:oise.help@utoronto.ca)
* Meeting invites sent to students will include links that will allow students to create accounts, login, and download the client.

**Adding a Link to Zoom Within Your Quercus Course (an alternative to emailing Zoom meeting URL)**

* In your Quercus course, click on “Settings” and then the “apps” tab
* Click on the “Redirect Tool” and then the “+ Add App” button
* Under Name, rename Redirect Tool to “Zoom” (or whatever you wish to call it), and in the URL Redirect field enter your Zoom meeting URL “https://zoom.us/j/xxxxxxxxx”. Check “Show in Course Navigation” and then click the “Add App” button.

**Information for Students:**

If you have been invited to join a video conference via Zoom, click the invitation link sent by your host. You will be prompted to download the Zoom plugin; follow the prompts to join the meeting. You will be asked to verify that you would like to join the meeting using video from your device’s camera, and audio from your device’s microphone.

**B. Standalone Pepper**

**Information for Instructors (delete blue text from Course Outline before distributing):**

Standalone Pepper is best for those familiar with online teaching and/or Pepper. Pepper can be used standalone, or within the Quercus environment (described below).

Pepper is a web-based collaborative workspace where students can engage in in-depth inquiry, offering a variety of specialized knowledge building features and social networking tools that support learners in their efforts to share information, identify key ideas, and progressively work to improve those ideas.

The standalone version of Pepper doesn’t require Quercus. However, as such, it requires an additional step or two to set up:

**Step 1**: If you don’t already have a Pepper account, create one for yourself. Go to:

<https://pepper.oise.utoronto.ca/Signin.html>

* On the signin page, click on the “Register” button and create a Login name and Password for yourself. If you have any problems doing this, please contact Jim Hewitt at [jim.hewitt@utoronto.ca](mailto:jim.hewitt@utoronto.ca)
* Once you have created a login and password, return to the login page and enter your new Login name and Password:
* <https://pepper.oise.utoronto.ca/Signin.html>
* Click on the “Sign In” button. You should now be signed into Pepper.

**Step 2**: Create a Pepper community for your course.  Here is how you create a Pepper community:

<https://youtu.be/4vKvzP0cvJo>

* When you create your Pepper community, be sure to write down the access code. You will need to give the access code to your students.

**Step 3**: Set up your course with readings, discussion questions, and so forth. Here is a video that shows you how to do these things:

<https://youtu.be/7P0Plf7pcIg?t=21>

**Step 4**: Invite the students in your course to join your Pepper community. Be sure to give them the access code. Here is a template email message that you can use:

“Dear students,

Welcome to our course! In this course we will be using an online environment called Pepper. Please take the time to explore and familiarize yourself with the site. Note that the course syllabus, assignment information, resources, and other relevant materials can be found in here.

Here is the link to the Pepper sign in page:

<https://pepper.oise.utoronto.ca/Signin.html>

Please create a Bookmark (or a Favorite) for this link.

**Step 1**: If you already have an account on Pepper, you can skip this step and go to Step 2. Otherwise, you will first need to create a Pepper account. To create an account, click on the "Register" button on the bottom of the sign in page. This will prompt you to enter your name, email address (please use your university email) and select a password. Once you do this, you will have an account. Please write down your user name and password so you do not forget it!  Then return to the sign in page and login.

**Step 2**: After you login, you need to connect to our course. Click on "Join a community" and enter the following access code: **<put the code here>**

Here is a video that shows you the whole process described above:

<https://youtu.be/KUA7LNYH2fg>

If you have any difficulty creating an account for yourself, please contact Dr. Jim Hewitt at [jim.hewitt@utoronto.ca](mailto:jim.hewitt@utoronto.ca) and he will help get you set up.

Take care,

**Instructor name goes here.”**

That’s it! If you run into any problems setting up Pepper in standalone mode, please contact Jim Hewitt at [jim.hewitt@utoronto.ca](mailto:jim.hewitt@utoronto.ca).

**Information for Students:**

If your instructor is using standalone Pepper for Online Teaching, here is the link to the Pepper sign in page:

<https://pepper.oise.utoronto.ca/Signin.html>

Please create a Bookmark (or a Favorite) for this link.

**Step 1**: If you already have an account on Pepper, you can skip this step and go to Step 2.  Otherwise, you will first need to create a Pepper account.  To create an account, click on the "Register" button on the bottom of the sign in page.  This will prompt you to enter your name, email address (please use your university email) and select a password. Once you do this, you will have an account.  Please write down your user name and password so you do not forget it!  Then return to the sign in page and login.

**Step 2**:  After you login, you need to connect to our course.  Click on "Join a community" and enter the following access code: **<put the code here>**

Here is a video that shows you the whole process described above:

<https://youtu.be/KUA7LNYH2fg>

If you have any difficulty creating an account for yourself, please contact Dr. Jim Hewitt at [jim.hewitt@utoronto.ca](mailto:jim.hewitt@utoronto.ca) and he will help get you set up.

**C. Quercus**

**Information for Instructors (delete blue text from Course Outline before distributing):**

Quercus is the University of Toronto's main online teaching and learning environment. It is web-based software which gives students and instructors a shared learning space online to receive and exchange course content as well as to communicate using a range of tools.

* **Login to Quercus:**<https://q.utoronto.ca/>
* **Quercus Instructor Support:**

<http://uoft.me/qsupport>

**UTORid**

Your UTORid includes a username and password that is unique to you. This is used as authentication for many University of Toronto services, including access to your Quercus Courses. If you do not have a UTORid, your Business Officer (or Human Resources) can issue you your UTORid and Secret Activation Key.

To activate your UTORid, go to: <https://www.utorid.utoronto.ca/cgi-bin/utorid/activate.pl>

**Access Your Courses**

Once you are signed into Quercus (using your UTORid), you should be able to see a list of your courses in your Dashboard.

If you are unable to see your course, this may be due to one of the following:

* Contact your department or ROSI Coordinator and verify that the course has been created in ROSI and that you have been assigned as the instructor for the course in ROSI. Instructor and student enrollment is directly uploaded from ROSI to Quercus
* Verify with your Business Officer or divisional Human Resources Officer that your employment record has been activated in HRIS
* All courses on Quercus follow the Course Life Cycle. Please review the timeline to confirm whether you should have access to your course.

**NOTE:** Any changes made in ROSI or HRIS will be reflected in Quercus within 24-48 hours.

**Letter Grades in Quercus**

It is recommended that you do not enter letter grades in the [Gradebook](https://q.utoronto.ca/courses/46670/pages/assessments#gradebook) or [SpeedGrader](https://community.canvaslms.com/docs/DOC-12790), unless you follow the steps in the support document below created by the Faculty of Arts & Science. This document outlines the technical issues and provides important and clear instructions on how to mitigate and work around them:

<https://q.utoronto.ca/courses/46670/files/1491305/download?verifier=kUM7zAdKmQrC2xzxi8ERKT5jrhFgSG6eVngjOUyg&wrap=1>

**Information for Students:**

If your instructor is using Quercus for Online Teaching:

* Go to <https://q.utoronto.ca>
* Use your UTORid and password to log in
* Once you've logged in, you'll be in your "Dashboard"
* You should see a "Course Card" for each of the courses you are or enrolled in
* Click on a "Course Card" to access the course.
* If you do not see your courses listed, try [activating your UTORid](https://www.utorid.utoronto.ca/cgi-bin/utorid/activate.pl) and/or [verifying your UTORid](https://www.utorid.utoronto.ca/cgi-bin/utorid/verify.pl)

**D. Quercus Pepper**

**Information for Instructors (delete blue text from Course Outline before distributing):**

Using Pepper within Quercus is the best version of Pepper for those new to online teaching and/or Pepper. There are two versions of Pepper: Quercus Pepper and Standalone Pepper. Quercus Pepper is designed for people who are familiar with Quercus. We generally recommend that novice instructors use Quercus Pepper, but both versions are available to all OISE instructors.

**To use Pepper within your Quercus course shell,** simply add Pepper as a Quercus class utility. Once you add Pepper to your Quercus course shell, both you and your students will have full access to Pepper.   
Here’s a video that shows you how you do that:

[Adding Pepper to Quercus](https://youtu.be/nXVM0O7uM7U)

**Brief introduction to Pepper for instructors:**  
<https://www.youtube.com/watch?v=7P0Plf7pcIg&feature=youtu.be>

If you have any problems setting up Pepper in Quercus, please contact Jim Hewitt at [jim.hewitt@utoronto.ca](mailto:jim.hewitt@utoronto.ca).

**Information for Students:**

If your instructor is using Quercus Pepper for Online Teaching, first login to Quercus:

* Go to <https://q.utoronto.ca>
* Use your UTORid and password to log in
* Once you've logged in, you'll be in your "Dashboard"
* You should see a "Course Card" for each of the courses you are or enrolled in
* Click on a "Course Card" to access the course.
* If you do not see your courses listed, try [activating your UTORid](https://www.utorid.utoronto.ca/cgi-bin/utorid/activate.pl) and/or [verifying your UTORid](https://www.utorid.utoronto.ca/cgi-bin/utorid/verify.pl)

Pepper will be visible in the navigation within Quercus for that course. Click on Pepper to enter the Pepper environment.

**E. Succeeding and Excelling in Online Learning**

Please see [oiseonline.org](http://oiseonline.org/), a resource put together by members of the OISE community to help students succeed and excel in online learning.

Also, resources available from the School of Graduate Studies:

* Guide to Working from Home for Graduate/Postdoctoral Researchers:  
  <https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2020/04/Strategies-for-Graduate-Mentoring-and-Supervision-at-a-Distance.pdf>
* SGS Graduate Wellness Portal:  
  <https://www.sgs.utoronto.ca/gradhub/resources-supports/#health-wellness>   
  Strategies for Graduate Mentoring and Supervision at a Distance:  
  <https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2020/04/Guide-to-Working-From-Home-for-Graduate_Postdoctoral-Researchers.pdf>

# 4. Learning Outcomes

(Insert your own text here)

# 5. Scope and Sequence of Course Topics and/or Content

(Insert your own text here)

# 6. Course Assignments ([OISE follows the University Assessment and Grading Practices Policy – Please consult as needed](https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012))

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own text):**

University Assessment and Grading Practices Policy indicates that evaluation methods (as contained in the course outline) **be filed with the department.**

* ***Considerations for students participating in remote learning abroad:***Please be aware that some students may be located in countries where digital surveillance is being operated by the state or by particular groups. OISE courses often address critical issues such as public policy, democracy, citizenship, equity, identity, minorities, religion, racism, etc. There is no digital platform available that could secure a safe space for discussion in places where such surveillance is being enacted. If your course addresses critical issues, you may consider assignments that will not put these students at risk by having them divulge personal information, opinions or knowledge that could endanger them, nor penalize them if they do not participate actively in such activities.

For additional information please see *Guidance for Potential Risks in Remote Teaching* available from the Centre for Teaching Support & Innovation*:*<https://teaching.utoronto.ca/resources/guidance-for-potential-risks-in-remote-teaching/>

**Please include information on the following within your assignments section:**

1. List of assignments (description, instructions, criteria for evaluation, etc.)
2. Due dates for all assignments, including a timeframe for returning grades (e.g. 2 weeks) and how feedback will be provided. University Assessment and Grading Practices Policy says:

* “There is no requirement to return work before Withdrawal Date, however if no work will be returned by that date, this needs to be **stated clearly in the outline**”
* “Students should have access to commentary on assessed work and an opportunity to discuss assessment with instructor”– please ensure students have access to feedback even when due dates near the end of class, please indicate when and how feedback will be provided.

1. Work Load: Many courses will have multiple assignments, however as indicated in the University Assessment and Grading Practices Policy, in courses where a single assignment will be worth more than 80%, this needs to be **stated clearly in the course outline.**
2. Participation (i.e., engagement and professionalism) cannot account for more than 20% of the final mark in any course, and instructors must collect clear and demonstrable evidence to support this evaluation. Attendance can be one of the factors that affects participation grades, since one cannot participate if one does not attend class. If you will be grading participation in an online course, please consider how this may differ from a face-to-face course.
3. For an example of grades and percentages in graduate studies at University of Toronto, please see Final Grade Determination within the Procedures and Policies section below. Be aware that the University Assessment and Grading Practices Policy requires that Credit/No Credit courses be **clearly noted** as such in the course outline.
4. For each assignment, provide the rubric you will be using for student assessment. If the rubric is not developed at the time you distribute your course outline, make sure that you provide it at the time of introducing the assignments during the semester.

In the table below, please list expectations / outcomes on the left and assignments across the top. Place an X below any assignments where expectations / outcomes will be met.

While taking this course, the achievement of course expectations and/or learning outcomes will be accomplished through the following assignments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Expectations / Learning Outcomes** | Assignment 1 | Assignment 2 | Assignment 3 | Assignment 4 | Assignment 5 (etc.) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# 7. Listing of Readings, Resources and Materials

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own text):**

The following reflect University of Toronto procedures and/or legal requirements with which we must comply:

1. Readings must reflect a blend of theoretical, research-based and professional reading.
2. Required/recommended/suggested reading and/or video and/or audio materials with proposed timelines for preparedness for class: Please clearly indicate how and where you will post materials in advance. Your materials should be posted as far in advance as possible support student preparedness and learning and, in particular, to support students who may need accommodations – see the footnote for details on the requirements under the *Accessibility for Ontarians With Disabilities Act, 2005: Information and Communications Standards*.
3. For support with course reading lists, please contact the University of Toronto’s Syllabus Service: <https://onesearch.library.utoronto.ca/copyright/course-readings-and-reserves-support>   
   UTL librarians will work with you to identify materials in our collections that support course reading lists.

Excerpt from [https://www.ontario.ca/laws/regulation/r11191](https://www.ontario.ca/laws/regulation/r11191%20 ) The Information and Communications Standards within the Integrated Accessibility Standards helps people with disabilities access sources of information that many of us rely on every day. For example, it:

* helps people with vision loss access more websites using their screen readers
* expands large print and digital collections in public libraries

# 8. Academic Support for Students

1. OSSC  
   The OISE Student Success Centre (OSSC) is an academic skills and support centre.  In addition to online resources like the [*Academic Skills Hub*](https://www.oise.utoronto.ca/skillshub/) and the [*Student Experience Passport*](https://uoft.me/SEPassport), the OSSC offers students the opportunity to [book one-on-one appointments](https://uoft.me/writingcentres) with an advisor for support at any stage of the graduate student experience. Advisors can provide feedback on assignment planning, academic writing, research projects, presentation skills, job documents, or simply provide guidance on navigating the grad school process. Students can also meet with our Indigenous advisor or get French language support. Don't wait until the end of term, book an appointment today! For more see: <https://www.oise.utoronto.ca/current-students/ossc>.
2. OISE Library

The OISE Library provides research support on a range of topics from finding articles, to developing search strategies, to managing citations and generating bibliographies. Students are welcome to:

* Request an one-on-one consultation with an OISE librarian (available by phone or online): <https://oise.library.utoronto.ca/research-consultations>
* Use the Ask Chat service to connect quickly online: <https://library.utoronto.ca/ask-librarian>
* Email or call your OISE Librarian directly. Our contact information is listed in our staff directory: <https://oise.library.utoronto.ca/aboutus-staff-directory>

# 9. Procedures & Policies

## University Assessment & Grading Practices Policy

* **Timely Submission of Assignments:**

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own text):**

University Assessment and Grading Practices Policy indicates that ‘Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases, a late penalty is normally not appropriate. Where an instructor intends to accept and apply penalties to late assignments, this must be set out clearly in the course syllabus.’

*Sample Text:*

The instructor expects that all assignments will be submitted by their posted due date. It is expected that arrangements for an alternate due date, if required, will be made directly with the instructor no later than (x) days before the assignment is due. Decisions regarding accepting of late assignments will be made at the discretion of the instructor. Relevant accommodations outlined in a Letter of Accommodation or a Letter of Consideration generated by OISE’s Student Services Office will be respected.

* **Final Grade Determination**    
  Final Grade Determination: Assignments are graded in accordance with the evaluation criteria set out by the University – please refer to the University Assessment & Grading Practices Policy <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>

From the University Assessment and Grading Practices Policy 1.2.2.:

Graduate Studies uses a truncated refined letter grade scale (as follows):

|  |  |
| --- | --- |
| **Letter Grade** | **%** |
| A+ | 90 ‐ 100% |
| A | 85 ‐ 89% |
| A‐ | 80 ‐ 84% |
| B+ | 77 ‐ 79% |
| B | 73 ‐ 76% |
| B‐ | 70 ‐ 72% |
| FZ | 0‐ 69% |

## Continuity Planning in Case of Disruption to Classes and/or Field

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own):**

* Altering course procedures, requirements and methods of evaluation will be made in consultation with academic administrators to help ensure academic continuity. An instructor may change the nature of and the weighting of assignments under exceptional circumstances. This requires a class vote which needs to be scheduled with one week’s notice. A majority (50% of students plus one) is required to change the nature and/or weighting of assignments in the course
  + - * + The Centre for Teaching Support and Innovation provides a video that shows how to use Microsoft Forms and Surveys on Quercus to conduct an online vote modifying the method of evaluation: <https://youtu.be/hD8r4q0rTd4>
* Preparing course syllabi in a manner that supports academic continuity
* Making reasonable accommodations for students who are unable to attend classes or complete academic requirements due to a disruption. See Centre For Teaching Support and Innovation at the University of Toronto for tip sheets related to continuity planning: <https://teaching.utoronto.ca/resources/continuity-planning-at-u-of-t/>   
    
  *Sample Text:*

The course syllabus is posted online on *Quercus*. Please refer to the syllabus for information about all course assignments, evaluation rubrics and/or marking schemes and any additional instructions that may be relevant in the event of an interruption of classes.

## Academic Integrity

It is important to familiarize yourself with the University of Toronto’s policies and procedures on academic matters. The Code of Behaviour on Academic Matters pertains to all students and faculty at the University of Toronto. This document states that it is an offence for a student knowingly “to represent as one’s own any idea or expression of an idea or work of another in academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism”. It also defines a number of other offences, which the University expects all students to know about and avoid.

Please review the complete document online: [www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm), including divisional procedures to be followed in cases of possible plagiarism [Section C.1.(A)].

The University of Toronto also has a website dedicated to Academic Integrity and associated UofT resources, [www.academicintegrity.utoronto.ca](http://www.academicintegrity.utoronto.ca) that includes:

* + - Definitions of Academic Offenses at [www.academicintegrity.utoronto.ca/perils-and-pitfalls](http://www.academicintegrity.utoronto.ca/perils-and-pitfalls),
    - “How Not to Plagiarize” at <https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize>, and
    - “Standard Documentation Formats” <http://www.writing.utoronto.ca/advice/using-sources/documentation>

**Information for Instructors (delete blue text from Course Outline before distributing):**

* Centre for Teaching Support & Innovation (CTSI) resource for academic integrity in online/remote contexts:  
  <https://teaching.utoronto.ca/resources/academic-integrity-and-the-role-of-the-instructor/>
* Plagiarism Detection Tool (in Quercus):

*If you do plan to use the Plagiarism Detection Tool in Quercus, please note that if one or more students object to the use of the Plagiarism Detection Tool, instructors will need to find alternative arrangements to check their work as rigorously. In such cases, you may not upload their assignments to the Plagiarism Detection Tool to test for plagiarism, but you may conduct other tests on their written work, such as searching for specific text passages in Google. Please consult the Centre for Teaching Support and Innovation (CTSI) when establishing these alternatives:*

<https://teaching.utoronto.ca/consultations/>

*For more about the tool please see this CTSI resource:*

<https://teaching.utoronto.ca/resources/plagiarism-detection/>

**(Delete these *Plagiarism Detection Tool* instructions for students below if you do not plan to use the tool):**

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site: <https://uoft.me/pdt-faq>

## Generative Artificial Intelligence

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own):**

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting, are proliferating and becoming ubiquitous. This includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies. There are now hundreds of these systems that are readily available. AI assistants are becoming more proficient at:

* Creating an outline for a paper, or bullet points and graphics for slides.
* Writing longer coherent prose in multiple languages.
* Providing explanations or ideas for a literature review with mostly accurate citations.
* Summarizing longer articles, text, or a corpus of texts.
* Suggesting a response to a question, such as on a short answer or multiple-choice test, or for a discussion board posting.
* Translating text more accurately.
* Creating computer code in multiple languages.
* Assisting users with formulas inside applications such as Excel.

These are only a few examples. Many AI assistant applications give the user a choice of templates (e.g., email, essay, memo, plan) and a choice of tone to tailor the generated text to the user’s need.

We strongly encourage you to familiarize yourself with the type of functionality these systems offer and to have a conversation with your class about these technologies, in addition to including language about these technologies on your syllabus. You may also find this [FAQ](https://www.viceprovostundergrad.utoronto.ca/strategic-priorities/digital-learning/special-initiative-artificial-intelligence/) helpful which contains up to date information on use of the technology, including the institutional stance on detectors.

**We recognize that some instructors may want to allow, or even encourage, their students to use these technologies, and others may want to prohibit their use.** The following suggested statements are intended to help you shape the message you provide to your students on a course syllabus and/or on assignment instructions to reinforce a shared understanding of what is, and is not, allowed.

**✅ Can use Generative AI tools**

In indicating on a syllabus and/or assignment instructions that students may use generative AI, the instructor should decide to what degree and on which assignments the students may use these tools. This is similar to indicating to students when they may collaborate, and to what degree, with their classmates, and when an assignment should be solely their own work.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

* Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials.
* Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.
* Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content.
* Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/> ).
* Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Note that some generative AI applications may require a subscription fee. Please consider offering students a choice to opt-out of using a system if they have concerns about the cost, privacy, security or other issues related to the technology.

**⚠️ Can use Generative AI in certain instances or specific ways**

It is important to be very specific about the boundaries and limitations of artificial intelligence use in completing course work, if there are boundaries you want to set. Please consider the difficulty for students, who are trying to navigate AI rules in multiple courses before setting up elaborate limitations in your course. However, there are reasons why you may want, or need, students to engage with generative AI tools in a specific way or on a specific assignment.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

* Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.
* Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.
* Students may not use artificial intelligence tools for taking tests in this course, but students may use generative AI tools for other assignments.
* Students may use the following, and only these, generative artificial intelligence tools in completing their assignments for this course: ‘...No other generative AI technologies are allowed to be used for assessments in this course. If you have any question about the use of AI applications for course work, please speak with the instructor.’

**❌ Cannot use Generative AI**

In indicating on a syllabus that students may not use generative artificial intelligence, the instructor should decide to what degree and on which assignments the students may not use these tools. This is similar to indicating to students when they may, or may not, collaborate with classmates and to what degree. Note that as AI tools become incorporated into commonly used systems (e.g., Google docs), it will become increasingly important to be clear about what functionalities are allowed or disallowed in your course.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

* The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
* The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
* Representing as one’s own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
* Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
* The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
* This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

**Notes on course outline language:**

* Consider an “opt out” option for students if you are encouraging the use of any third-party software in your courses, as the software may require a subscription fee and has not undergone a security review by the University. For more information on the use of educational software see <https://teaching.utoronto.ca/resources/tools-beyond-quercus>.
* Note that if you choose to use, or encourage use of, applications like ChatGPT, the terms of use may change without notice during the term.
* If you are allowing or disallowing AI tools in your course, clarify for the students why this decision was made, and how AI assistance supports or, alternatively, negatively impacts the pedagogical goals of the course or assignment.

**Other resources from the Centre for Teaching Support and Innovation, and SGS :**

[https://teaching.utoronto.ca/resources/generative-artificial-intelligence-in-the-classroom](https://teaching.utoronto.ca/resources/generative-artificial-intelligence-in-the-classroom/)

<https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence>

## Notice of Recording of Lectures or Online Interactions

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own text if you will be recording students):**

Some faculty feel most comfortable preceding any recording with a circulated consent form. This form should outline the purpose of the recording, its potential uses, and students’ options for opting out. A sample consent form is available from CTSI, who can assist you in modifying it as appropriate for your own context.

Questions about adhering to privacy guidelines in a specific context may be addressed to the Centre for Teaching Support & Innovation or the Rafael Eskenazi, the University of Toronto FIPP Director at [rafael.eskenazi@utoronto.ca](mailto:rafael.eskenazi@utoronto.ca)

*Sample Text:*

Students will be given notice that lectures or a lecture (online or in person) will be recorded, preferably well before the recorded class. Ideally, this notification will also be offered if the recording is being made by a student for their own personal use.

Students will be given the option to opt out of recorded classes without penalty. In general, this can be done with minimal disruption by designating an area of the class that will not be visible on a video-recording, or by the student turning off their camera and/or microphone in an online session, and by providing students who do not wish for their voice to be recorded an alternative means of participating and asking questions (e.g. by email, chat, during office hours, or through a written note passed to a teaching assistant). Students who wish to remain anonymous in a recorded lecture must not be penalized for this choice – if, for example, participation is a required component of the course, students must be given another option to earn participation credit that will not be recorded.

## Freedom of Information and Protection of Privacy

“As of June 10, 2006, all Ontario universities have been covered by the *Freedom of Information and Protection of Privacy Act (FIPPA)*. This Act supports access to University records and protection of privacy, including the protection of personal information about individuals that is held by the University and the provision of access for individuals to their personal information.”

**Information for Instructors (delete blue text from Course Outline before distributing):**

Privacy Developments in the Evolving Virtual Environment

1. **Going virtual does not change our usual legal privacy requirements**

* The University’s legal privacy requirements apply to the virtual context and to virtual activities just as they do to our normal in-person and virtual activities.
* Thus, the Freedom of Information and Protection of Privacy Act (FIPPA) continues to apply.
* But FIPPA doesn’t prevent the University from accomplishing the same objectives virtually/remotely as it does in person; things like delivering lectures and seminars, testing, and evaluating work. We can still reach the same ends that we did before the pandemic.

1. **Virtual teaching methods must accomplish institutional purposes and minimize privacy risk**

* All activities that involve personal information must accomplish institutional purposes (e.g., educating students) while minimizing privacy impacts and risk.
* To assess the proportionality between a teaching method and its impact on privacy, consider the following:

1. Is the teaching method necessary and effective to accomplish the purpose?
2. Does the teaching method comply with applicable law/policy/standards?
3. Does the teaching method create less privacy impact/risk than other similarly effective methods?
4. Does the teaching method create more value/benefit than risk?

* If answers to all are positive, it is generally reasonable to proceed from a privacy perspective.
* If any answer is negative, it will be necessary to carefully weigh the risks and benefits and likely to consider redesigning the method to reduce/minimize the risks.

1. **Virtual teaching methods may require giving students advance notice**

* Delivering courses to different geographic locations and time zones may require recording class sessions to make them available at different times.
* Without student participation, there is no privacy issue – students see the lecturer, not each other. Instructors concerned about their own privacy can be advised on best practices for recording in their homes or consult with Health & Safety about options for using office or classroom space on campus during the closure (and with ACE once campuses reopen).
* But recording student participation or questions does create a material privacy change: By recording, the University collects personal information of students and must notify them:

1. that their information is being collected
2. principal purposes for their information (e.g. so all students see the whole session), and
3. whom at the University they can ask about the collection (e.g. department administrator)

* For example, students in a recorded seminar or asking questions in a larger lecture would be notified that their participation is to be recorded, and will be available to subsequent groups/classes viewing the recording (e.g. those in asynchronous sections of the course).
* Students must receive this notice before the final drop-by date of the course or program but would ideally receive it in the syllabus, when registering/enrolling in the course, and in any offer/admission materials. Giving notice of collection earlier is always better.
* Notice clearly tells students how their personal information will be treated so that they can make an informed decision about whether they wish to participate or might prefer another course or program that will not collect/disclose their information.

1. **Virtual teaching methods may amplify risks and simplify mischief**

* Virtual/remote methods may make prohibited or undesirable activities easier to commit, and more difficult to prevent, detect, and sanction.   
  For example:

1. **Teaching materials and intellectual property:**
   * Externalizing so much material beyond the walls of the University may increase the risk that it may be collected and misappropriated.
   * Any class participant could copy or keep teaching materials without permission.
   * Online material could be harvested, perhaps at a nation-state level.
2. **Capture or misuse of information:**
   * Virtual resources may simplify capture and misuse of student information / activity / opinion by others.
   * For example, students could easily capture classmates’ or instructors’ online activity and provide it to others (e.g., foreign governments, family members) or post it on social media to endanger or simply embarrass them.
   * This issue could be of particular concern for students from repressive/authoritarian places.
   * The University should tailor methods for student participation to minimize this risk as possible.
3. **Intellectual property infringement:**

* Course participants might also capture and post, with or without modification, portions of lectures, images, audio, or video of instructors for later use, to lampoon or embarrass them, or to sell the materials to future students.
* Recall, however, that each of these risks exists in a non-virtual world as well; the risks may simply be amplified and mischief made easier when teaching virtually.

1. **Standards will evolve**

* The current virtualized/remote environment may eventually shift social standards and expectations, including privacy expectations and acceptable use of technology.
* Although this shift will continually evolve, broad public adoption and acceptance of virtual/remote technologies will likely accelerate its evolution.

1. **Possible steps going forward**
2. Recall, however, that each of these risks exists in a non-virtual world as well; the risks may simply be amplified and mischief made easier when teaching virtually.
3. Establish a robust set of standards for student conduct and participation in virtual sessions, articulated clearly to students via Quercus/class syllabi, etc., including clear notice about the use and ownership of lecture and other materials (i.e., copyright restrictions and intellectual property, including their own)
4. Update student FIPPA notices of collection for virtual sessions to be recorded/shared online.
5. Limit online student information only to that necessary to deliver courses and programs
6. Communicate with students one-on-one, through official University channels when possible.

**Please also see** *Guidance for Potential Risks in Remote Teaching* made available by the Centre for Teaching Support & Innovation (CTSI):

<https://teaching.utoronto.ca/resources/guidance-for-potential-risks-in-remote-teaching/>

## Student’s Companion to the Policy on Sexual Violence and Sexual Harassment

The companion guide to the University's [Policy on Sexual Violence and Sexual Harassment](https://governingcouncil.utoronto.ca/secretariat/policies/sexual-violence-and-sexual-harassment-policy-december-12-2019) is designed to help students and those who work with students understand and navigate the Policy and to address any questions about the Policy and the procedures surrounding it. <https://governingcouncil.utoronto.ca/system/files/2022-02/10935_Sexual-Violence-Companion-Guide-AODA.pdf>

# 10. Creating an Inclusive Environment

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own text)**

The University’s policies and statements make clear that we must support and encourage free expression for all members of our community to express themselves and engage with each other. We also strive to create an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members.

This equitable community includes U of T's in-person and online platforms. Addressing harassing comments and discriminatory conduct online is essential to creating an online environment that is inclusive and equitable. Harassing conduct can include but is not limited to offensive slurs/jokes and comments, inappropriate pseudonyms, or online handles. The [University of Toronto’s Equity Offices](http://equity.hrandequity.utoronto.ca/) remain available to students and instructors to provide support on equity issues that arise.

There are many ways to create an equitable and inclusive learning community in the online classroom environment. Being intentional about your course material and structure as an instructor can eliminate barriers and create a sense of belonging for all students.

**Key Concepts:**

1. Create a learning environment that is respectful and inclusive of diverse experiences and viewpoints
2. Embed equity, diversity and inclusion in your course material where appropriate
3. Be aware of deadlines for assignments, group work, tests and exams that may conflict with religious holidays or observances

**Consider:**

* Adding language in your course material to model an inclusive learning environment
* Designing course activities and assessments that facilitate inclusive practices
* Scheduling deadlines for assignments, group work, tests and exams so they do not conflict with religious holidays or creed-related observances
* Encouraging students to consult U of T’s equity offices if they witness or experience inappropriate comments being made or disruptive behaviour in a class

**Try This:**

* Include guidance in your syllabus and Quercus course shell about the university’s policies on equity, diversity, and inclusion
* Set up a [community agreement](https://tatp.utoronto.ca/teaching-toolkit/equity-diversity-and-inclusion/community-agreements/) with your students for the course, and include the possibility of a group agreement or team charter for any small group learning activities and/or group assessments
* Discuss what kind of behaviours are appropriate in group discussions, and the ways that inclusive behaviour can foster learning
* Address problematic and discriminatory language and behaviour in the moment whenever possible, and invite students to reach out to you or the U of T Equity Offices should they experience or witness any forms of harassment or discrimination. Revisit expectations and agreed-upon shared communication guidelines at the next class or discussion board
* Provide images in your presentations that are diverse
* Remind students that they have a responsibility to alert members of the teaching staff in a timely manner of upcoming religious observances and anticipated absences or if accommodation requests need to be made as it relates to family status

**How To:**

* Remind students of the [Student Code of Conduct](https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019) at the beginning of the course
* In your syllabus and Quercus course shell, include the following text that reflects current academic policies:

*The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.*

* Access the [University of Toronto Media Bank](https://mediabank.utoronto.ca/) to find images of our community for use in your classes. Choose images that are reflective of our University of Toronto community
* Ensure discussion boards are not set to anonymous so students know they will be attributed with anything they write
* Use the following strategies to support inclusive engagement in virtual synchronous sessions:
  + Know yourself and acknowledge your own biases. You can take the Implicit Bias test here: <https://implicit.harvard.edu/implicit/canada/takeatest.html>
  + We all have different communication styles which can be based on our backgrounds and current context - look for ways to expand your communication
  + Be mindful when putting students on the spot. Ensure you do not ask that others speak for a group that you perceive them to represent
  + Virtual synchronous sessions are made more inclusive by using students’ chosen names and pronouns (he/she/they). Instructors can articulate formatting expectations for how students input their display names in online sessions (i.e. Kris-they/them)
  + Structure conversations to support equity of voice – consider giving some time for participants to process their learning individually before engaging in a whole group conversation
* Use the following strategies to invite all voices into synchronous or asynchronous conversation:
  + Set communication guidelines in advance – agreeing on shared guidelines, such as respectful communication, can create a more inclusive learning environment and allow students to explore learning moments thoughtfully
  + Allow for various types of participation and amplification of what has been communicated or to reiterate any questions
  + Ensure students are mindful of taking up more space than others, and ensure students are empowered to speak when others are dominating the conversation/discussion board

**Refer students to the University of Toronto’s Equity Offices for advice and support if you receive concerns of harassment and discrimination.** Offices can be found at [equity.hrandequity.utoronto.ca](http://equity.hrandequity.utoronto.ca/).

**For More Information:**

* Seek out further information about how to create an inclusive class environment by contacting the University of Toronto’s Equity Offices <https://people.utoronto.ca/inclusion/>
* Use the [Policy on Accommodations for Religious Observances](https://governingcouncil.utoronto.ca/secretariat/policies/religious-observances-policy-scheduling-classes-and-examinations-and-other) when deciding dates of assignments or classes
* To help you reinforce messaging of the University’s commitment to human rights and our values of diversity, inclusion, and respect, you can access the [University’s Statement on Equity, Diversity and Excellence](https://governingcouncil.utoronto.ca/secretariat/policies/equity-diversity-and-excellence-statement-december-14-2006) on the Governing Council website.

Developed by the **Equity, Diversity and Inclusion Office** with contributions from the **Office of the Vice-Provost, Innovations in Undergraduate Education** at the University of Toronto (April 14, 2020)

**Source:**

<https://teaching.utoronto.ca/resources/developing-a-course-syllabus/>

**University of Toronto Equity, Diversity and Excellence Statement**

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the Ontario Human Rights Code. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

<https://governingcouncil.utoronto.ca/secretariat/policies/equity-diversity-and-excellence-statement-december-14-2006>

Anti-Racism and Cultural Diversity Office:  
<https://antiracism.utoronto.ca/>

**Equity, Diversity, and Inclusion Reminder**

As outlined in the Student Code of Conduct, the University of Toronto does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. The institution will monitor and address discriminatory comments or behaviour including on U of T’s online platforms and classrooms.

In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

* + - Racial slurs or “jokes”
    - Insults due to racial identity
    - Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
    - Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
    - Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion
    - For more prohibited grounds for discrimination please visit:

<http://www.ohrc.on.ca/en/ontario-human-rights-code>

# 11. Statement on Access & Disability Accommodations

In this course, Access and Accommodation are understood as:

* A right protected by Canadian and international law;
* Services provided to registered recipients by OISE, by UofT Accessibility Services, and/or by any other service providers;
* A process which requires continuous conversation, learning, work and/or negotiation among all involved, including those who do and those who do not self-identity as disabled or as allies.

**Information for Instructors (delete blue text from Course Outline before distributing, and replace with your own):**

**Access Practices**

Instructors may list practices, as developed by the group, for the course, or as mediated by institutional actors and offices. Examples: posting notes; providing readings in PDF format; volunteer note takers for class; described video; etc.

Please see the link below for key concepts from the Centre for Teaching Support & Innovation (CTSI) on how to make your online course content accessible, including details on:

* Making your documents and slide decks accessible
* Making your videos and screencast lectures accessible
* Making your Quercus course content accessible

<https://teaching.utoronto.ca/resources/continuity-planning-at-u-of-t/>

*Sample Text:*

In this classroom, some access practices that we pursue are…

**Basic Needs Statement**

Some instructors may wish to include a Basic Needs Statement in their course outline. If you’d like to include one, below is some sample text.

*Sample Text*

Your safety and wellbeing is more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing their food or housing or personal safety is urged to contact the OISE's Registrar’s Office and Student Experience for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any help that I can.

What to do if you have an access and/or accommodation issue that you wish to address?  The University of Toronto recommends that students register at [Accessibility Services](https://studentlife.utoronto.ca/department/accessibility-services/) well in advance of classes to allow for timely arrangements. Located on the 4th Floor at 455 Spadina Avenue, 416-978-8060, [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca).

Learn about your options by consulting the University’s accommodation information: <https://studentlife.utoronto.ca/task/the-five-key-things/>

At OISE, if you have questions about accommodations, contact Jeananne Robertson, Assistant Director, Student Experience & Student Success Counsellor, [jt.robertson@utoronto.ca](mailto:jt.robertson@utoronto.ca) 416-978-2448; OISE, Room 8-226.

**Accessible Features at OISE**There are information screens as you enter OISE’s lobby and wheelchair signs (universal icon of   
access  ), which will guide you to the facilities.

* Exterior doorways with automated openers, for example:
  + West side of OISE building (left side, facing building from Bloor)
  + Subway entrance at the Concourse Level, and parking garage entrances on all levels
* Interior doorways with automated openers, for example:
  + OISE Library and the OISE Auditorium, both on the ground floor
  + Continuing and Professional Learning, as well as room 5-250, both on the 5th floor
  + Centre de recherches en éducation franco-ontarienne (CRÉFO), on the 6th floor
  + Entrance to Registrar’s Office and Student Experience on the 8th floor
  + Entrance to Department of Social Justice Education, as well as the entrance to the OISE Dean’s Office, both on the 12th floor
* Accessible and gender-neutral washrooms:
  + OISE Library, ground floor (during library hours, single user)
  + Ground Floor, near food/coffee kiosk (single user)
  + 5th Floor, room 5-200A, near kitchenette (single user); 8th Floor, room 8-299, west corridor (single user); and 12th Floor, room 12-297B, beside elevators (single user)
* Gender neutral washrooms (not accessible)
  + 3rd Floor, west corridor, near central stairs (multi-user)
  + 10th Floor, west corridor, near central stairs (multi-user)
  + Nexus Lounge, 12th Floor, (during Nexus Lounge availability, single-user)

List of accessible washrooms campus-wide: <https://map.utoronto.ca/?id=1809#!ce/48699?ct/45469,0,48701,48702,48704>

# 12. Coursework Extension

A coursework extension may be appropriate if academic (e.g., unexpected problems of research in a course) or non-academic (e.g., illness) reasons make it impossible for you to complete course requirements on time.

You may apply for an extension by submitting the [course extension form](https://www.sgs.utoronto.ca/current-students/student-forms-letter-requests/) to your graduate unit prior to the deadline for completion of course work.

If you have been granted a course extension, the graduate unit will assign the temporary non-grade report SDF (Standing Deferred) until your final grade report is received. During an approved coursework extension, you will continue to pay tuition fees according to your program status (i.e., full-time or part-time, domestic, or international).

If you are unable to complete the required coursework during the extension period, you may apply to your graduate unit for a continuation of the extension. Second coursework extensions must also be considered by SGS. Second coursework extension requests must be made before the expiry date of the first extension period.

[www.sgs.utoronto.ca/current-students/registration-enrolment](http://www.sgs.utoronto.ca/current-students/registration-enrolment)

# 13. Accommodation of Religious Observances

It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities at these times. If compulsory activities are unavoidable, every reasonable opportunity should be given to these students to make up work that they miss, particularly in courses involving laboratory work. When the scheduling of tests or examinations cannot be avoided, students should be informed of the procedure to be followed to arrange to write at an alternate time. It is most important that no student be seriously disadvantaged because of their religious observances. However, in the scheduling of academic and other activities, it is also important to ensure that the accommodation of one group does not seriously disadvantage other groups within the University community.

[www.viceprovoststudents.utoronto.ca/policies-guidelines/accommodation-religious](http://www.viceprovoststudents.utoronto.ca/policies-guidelines/accommodation-religious)

# 14. Safety and Security

Please see OISE’s Community Safety page, and this SGS page on Resources and Supports, below:

• <https://www.oise.utoronto.ca/home/about/community-safety>

• <https://www.sgs.utoronto.ca/resources-supports>

# 15. Mental Health and Wellbeing

As a University of Toronto student, you have free access to programs and services *at* [*Health & Wellness*](https://studentlife.utoronto.ca/department/health-wellness/) designed to support your mental health and wellbeing, including one-on-one same-day counselling, brief counselling, medical care, skill-building workshops and drop-in peer support.

Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit [**uoft.me/mentalhealthcare**](http://uoft.me/mentalhealthcare) to learn about the services available to you. Your mental health is important.

Resources are also available via the SGS Graduate Wellness Portal: <https://www.sgs.utoronto.ca/gradhub/resources-supports/#health-wellness>

# 16. Absence Declaration and Public Health Considerations from University of Toronto and OISE:

**Absence Declaration on ACORN**

If you will be missing class time due to illness or other reasons, and may require consideration for missed academic work, you can formally declare an absence on ACORN. If you would like advising assistance related to your absence, please contact your department or OISE’s Registrar’s Office and Student Experience.

For more information on how to use ACORN to declare an absence, please see: <https://help.acorn.utoronto.ca/blog/ufaqs/how-do-i-declare-an-absence/>

**Public Health Considerations for Students**

Members of the OISE community may make their own decisions regarding whether or not to wear a mask, and we ask everyone to respect each other's decisions, comfort levels, and health needs. While health screening and contact tracing have become unavailable, these features may be reinstated with little notice in the event that public health guidance or recommendations change.

Students who complete an external practicum placement may be required by their placement site to be fully vaccinated in order to complete their practicum. Please consult your program administrator for more details.

Individuals can monitor their health using the [provincial health screening tool.](https://covid-19.ontario.ca/self-assessment/) Completing a health screening before coming to campus is highly recommended, and we continue to ask members of our community to remain at home if they are ill.

# 17. Copyright

University of Toronto faculty, staff and students are both creators and users of material subject to the protections of the Copyright Act. Accordingly, all have both rights and obligations that arise from copyright law as it has been interpreted and applied by the courts.

For guidance on whether or not fair dealing applies to the material you would like to use in your scholarly work, please consult the University of Toronto’s Copyright Fair Dealing Guidelines: <https://memos.provost.utoronto.ca/revised-fair-dealing-guidelines-and-copyright-basics-faq-documents/>

You are encouraged to contact your Liaison Librarian (<http://oise.library.utoronto.ca/aboutus-staff-directory>) or UTL’s Scholarly Communications and Copyright Office ([copyright@library.utoronto.ca](mailto:copyright@library.utoronto.ca)) for assistance with any copyright questions or issues.

**Information for Instructors (delete blue text from Course Outline before distributing, and use or modify sample text below if it suits your needs):**

In Canada, copyright law automatically protects written and creative works (e.g. text, art, music or performance), in all formats, as soon as they are created and until 70 years after the creator’s death. The creator of the work (i.e. author, composer or artist) often owns copyright, though for published works the publisher may own copyright.

Many instructors already include in their course outlines a statement regarding copyright. Instructors may also wish to post a similar statement on their course page in Quercus, Pepper or other platforms to remind students of instructors’ rights and students’ responsibilities in relation to course materials provided online. Sample statements are provided below for instructors to use or modify as needed depending on their course delivery model(s):

*Sample Text:*

Lectures and course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or “published” in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

***OR***

*Sample Text:*

Course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Copyright Act, RSC 1985, c C-42. These materials are made available to you for your own study purposes, and cannot be shared outside of the class or “published” in any way. Lectures, whether in person or online, cannot be recorded without the instructor’s permission. Posting course materials or any recordings you may make to other websites without the express permission of the instructor will constitute copyright infringement.

*(Text from the* [*University of Toronto Faculty Association*](https://sendy.utfa.org/w/stg4WwyZZAkNT4oYqyFW9g/5T763II892PxGxIuYsnUruQ892nw/jaqz763KacpCukLLsIwcmuKw)*)*