

# Course Outline

COURSE NUMBER:	
COURSE TITLE:	
INSTRUCTOR NAME:	
SECTION/COHORT:	

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**Note (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)*

## 1. Contact Information for Course Instructor

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

a. 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.

b. 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).

## 2. Up-to-date Information on Coronavirus (COVID-19) from University of Toronto and OISE:

As the situation may evolve quickly in the context of the COVID-19 pandemic, and the university and the institute may introduce new measures to respond to the situation, it is recommended that you frequently consult their dedicated web pages:

- University of Toronto:  
<https://www.utoronto.ca/message-from-the-university-regarding-the-coronavirus>
- OISE Office of the Registrar and Student Services:  
<https://www.oise.utoronto.ca/orss/COVID-19.html>

## 3. Course Description

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

- a. Cut and paste your course description from the OISE Graduate Studies in Education Bulletin [www.oise.utoronto.ca/orss/Publications](http://www.oise.utoronto.ca/orss/Publications). If your course is not listed here, please contact your Graduate Liaison Officer.
- b. You may wish to offer additional detail in an expanded course descriptor as well.

## 4. Course Delivery Modes

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

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).

As the Intersession and Summer courses are being delivered remotely, instructors may be using a variety of digital tools. In the following section we provide some instructions for instructors on how to set up their courses, as well as for students on how to access these courses using the most commonly used tools at OISE.

A wealth of resources are offered by:

- UofT Centre for Teaching Support and Innovation:  
<https://teaching.utoronto.ca/>
- OISE Education Commons:  
[https://www.oise.utoronto.ca/ec/Digital\\_Contingency\\_Preparedness/Delivering\\_Your\\_Courses\\_Online/index.html](https://www.oise.utoronto.ca/ec/Digital_Contingency_Preparedness/Delivering_Your_Courses_Online/index.html)
- The Department of Curriculum, Teaching and Learning:  
<https://wordpress.oise.utoronto.ca/teachingonline/>

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 CTL's Needs' Survey, to receive some assistance:

<https://forms.office.com/Pages/ResponsePage.aspx?id=JsKqeAMvTUuQN7RtVsVSEC-XmAaMZqVKtBKmCBXti9hUQzRSMTNMS0hCSIREVDhCWUxFNTQ3VU5URCQIQCN0PWcu>

### **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/xxxxxxx". 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/7P0PIf7pclg?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](#) or [SpeedGrader](#), 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=kUM7zAdKmQrC2xzxi8ERKT5jr hFgSG6eVngjOUyg&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](#) and/or [verifying your UTORid](#)

## 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](#)

### Brief introduction to Pepper for instructors:

<https://www.youtube.com/watch?v=7P0PIf7pclg&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](#) and/or [verifying your UTORid](#)

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

## 5. Learning Outcomes

(Insert your own text here)

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

(Insert your own text here)

## 7. Course Assignments ([OISE follows the University Assessment and Grading Practices Policy – Please consult as needed](#))

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

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

Please include information on the following:

- a. Assignments (description, instructions, criteria for evaluation, etc.)
- b. 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.
- c. 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**
- d. 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.
- e. 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.

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.



While taking this course, the achievement of learning outcomes will be accomplished through the following assignments (boxes marked with an X):

Learning Outcomes	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5 (etc.)
Depth and Breadth of Knowledge					
Research and Scholarship					
Level of Application of Knowledge					
Professional Capacity/Autonomy					
Level of Communications Skills					
Awareness of Limits of Knowledge					

## 8. 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:

- Readings must reflect a blend of theoretical, research-based and professional reading.
- 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*<sup>1</sup>.
- 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.

<sup>1</sup> Excerpt from <https://www.ontario.ca/laws/regulation/r11191> 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

## 9. Academic Support for Students

- OSSC

OISE Student Success Centre (OSSC) offers a range of services, including one on one writing, math and French language support. For more see:

[https://www.oise.utoronto.ca/orss/OISE\\_Student\\_Success\\_Centre.html#overview](https://www.oise.utoronto.ca/orss/OISE_Student_Success_Centre.html#overview)

b. 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/book-consultation>
- 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>

10. Procedures & Policies ([OISE follows the University Assessment and Grading Practices Policy – Please consult as needed](#))

a. 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%

b. 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). 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: 1) Definitions of Academic Offenses at [www.academicintegrity.utoronto.ca/perils-and-pitfalls](http://www.academicintegrity.utoronto.ca/perils-and-pitfalls), 2) “How Not to Plagiarize” at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>, and 3) “Standard

Documentation Formats” <http://www.writing.utoronto.ca/advice/using-sources/documentation>

- Turnitin

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

- *If you do plan to use Turnitin, please note that if one or more students object to the use of Turnitin, you must provide those individuals with an alternative means of submitting their assignments. In such cases, you may not upload their assignments to Turnitin to test for plagiarism, but you may conduct other tests on their written work, such as searching for specific text passages in Google.*

**(Delete the Turnitin instructions below, if you do not plan to use Turnitin):**

Normally, students will be required to submit their course essays to [Turnitin.com](http://Turnitin.com) 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 [Turnitin.com](http://Turnitin.com) reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the [Turnitin.com](http://Turnitin.com) service are described on the [Turnitin.com](http://Turnitin.com) web site.

- c. Expectation of professional and collegial behaviours including attendance, late assignments and use of technology.

- 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.

- d. Freedom of Information and Protection of Privacy

Students need to regularly check their @utoronto.ca email address for official communication:

- “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.”

e. [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-identify as disabled or as allies.

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

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.

*Sample Text:*

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


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](#) 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 for faculty and staff: <http://www.studentlife.utoronto.ca/as/faculty-and-staff#node-2090>

At OISE, if you have questions about accommodations, contact Jeananne Robertson, 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 5<sup>th</sup> floor
  - Centre de recherches en éducation franco-ontarienne (CRÉFO), on the 6<sup>th</sup> floor
  - Entrance to Office of the Registrar and Student Services on the 8<sup>th</sup> floor
  - Entrance to Department of Social Justice Education, as well as the entrance to the OISE Dean's Office, both on the 12<sup>th</sup> floor
- Accessible and gender-neutral washrooms:
  - OISE Library, ground floor (during library hours)

- Ground floor, near the food/coffee kiosk
- Floors 5, 8 and 12

List of accessible washrooms campus-wide: <http://map.utoronto.ca/access/washrooms>

## 11. 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 provide 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: <http://teaching.utoronto.ca/teaching-support/strategies/continuity-planning>

### *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.

## 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](#) 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/academic-progress/registration-enrolment](http://www.sgs.utoronto.ca/academic-progress/registration-enrolment)

### 13. Equity, Diversity and Inclusion

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 we all adjust to online classes and lectures, and increasingly participate in virtual learning environments, students are reminded of the expectation that we all demonstrate respect for one another. 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 University of Toronto recognizes its commitment to human rights, equity and inclusion and acknowledges the disproportionate impact COVID-19 has on various parts of our community. COVID-19 is not isolated to people of any particular ethnic origin, place of origin or race. Equity, diversity and respect must remain integral as we continue to transition during these challenging times. 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>

## 14. 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)

## 15. 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:  
[www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/06/Copyright-Guidelines.pdf](http://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/06/Copyright-Guidelines.pdf)

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.

## 16. Safety and Security

Please see OISE's Safety and Security Reference Sheet, here:

[www.oise.utoronto.ca/cao/UserFiles/File/Security/OISE\\_Emergency\\_Response\\_Guide\\_REVISED\\_01-2020.pdf](http://www.oise.utoronto.ca/cao/UserFiles/File/Security/OISE_Emergency_Response_Guide_REVISED_01-2020.pdf)