



UTM Academic Policies Handbook 2025-26

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1 INTRODUCTION AND RELEVANT UNIVERSITY POLICIES

Your work as an instructor will be governed by several important policies. This Handbook connects the relevant policies to important points in the design and delivery of a course. It is organized by task, roughly ordered in the sequence in which you will encounter these tasks during an instructional session.

1.1 Instructional Support

As it focuses on policy, this Handbook does not provide advice on classroom best practices or links to non-policy resources. The [Advice for Preparing Course Syllabi](#) and [UTM Library's Teach Anywhere site](#) provides tips and resources for implementing a successful course. Furthermore, instructional support can be obtained from several units on campus. By submitting a ticket to https://uoft.service-now.com/utm_teach, you will be routed to the appropriate team. Alternately, you can contact a team directly for the following needs:

Pedagogy Support

Request a one-on-one consultation with an educational developer at the Robert Gillespie Academic Skills Centre (RGASC) for support with course design or redesign, inclusive pedagogies, assignment design, rubric creation, syllabus review, scholarship of teaching and learning (SoTL) projects, teaching dossiers, or to [request a formative teaching observation](#). Explore the RGASC's [Teaching and Learning Resource Hub](#) for resources on topics such as learning outcomes, assessments (formative or summative), inclusive pedagogies, and more.

Email: eddev.utm@utoronto.ca

Website: <https://www.utm.utoronto.ca/rgasc/faculty-instructors>

Instructional Technology Support

Request a consultation for assistance with Quercus (the Learning Management Engine used at UTM) and related instructional technologies.

Email: utml.instructech@utoronto.ca

Phone: 905-601-8859

Website: <https://utm.library.utoronto.ca/services/instructional-technology>

Classroom Technology

Request help with various technologies used in the classroom and teaching.

Email: helpdesk.utm@utoronto.ca

Phone: 905-569-4300

Website: <https://www.utm.utoronto.ca/iits/>

1.2 Overview of Policies Governing Academic Matters

As background, the following are the principal policies governing academic matters at U of T. Key academic policies, in particular related to course enrolment, grades and academic record, petitions, term work and exams, are also listed in the [UTM Academic Calendar](#). There is also a [Policies & Guidelines](#) page available on the Division of People Strategy, Equity, and Culture website containing a full list of policies relevant to working at U of T.

1.2.1 Statement of Institutional Purpose

[The Statement of Institutional Purpose](#) provides the over-arching policy framework within which the University operates. It includes the University's mission, purpose, and objectives in the areas of research and teaching, undergraduate and graduate education, and life-long learning.

1.2.2 Code of Behaviour on Academic Matters

[The Code of Behaviour on Academic Matters](#) governs matters of academic integrity at U of T, including the procedures to be followed if you suspect a student has committed an academic offense.

It is critical for instructors to dedicate time in class to discuss the importance of academic integrity and explain the types of academic offences common in each discipline, particularly plagiarism, unauthorized assistance or collaboration, and the improper use of generative artificial intelligence. Students often misunderstand expectations based on practices they encountered in high school and benefit from clear guidance on both institutional and instructor-specific expectations about independent and original work. Instructors should clearly state their academic integrity expectations in their course syllabus and highlight the range of possible sanctions that may be imposed if a student is found to have committed an academic offence.

More information on academic integrity and related matters is available in [Section 7. During the Term: Academic Integrity](#) in this Handbook. For any specific questions about the academic discipline process at UTM, please email academicintegrity.utm@utoronto.ca or contact Lisa Devereaux, Director, Academic Success & Integrity (lisa.devereaux@utoronto.ca).

1.2.3 Code of Student Conduct

[The Code of Student Conduct](#) sets expectations for student behaviour and prescribes processes for dealing with prohibited behaviour. In cases where a student's behaviour is problematic but is not governed by the Code of Behaviour on Academic Matters, the Code of Student Conduct may be consulted. If you have questions about cases related to the Code of Student Conduct, you can contact the UTM VP Dean, vpdean.utm@utoronto.ca.

1.2.4 University Assessment and Grading Practices Policy

[University Assessment and Grading Practices Policy](#) sets out the principles and key elements that should characterize the assessment and grading of student work at U of T.

1.2.5 Copyright

The University of Toronto Libraries developed a [set of resources about copyright](#), including a Copyright Basics and FAQ [guide](#), that addresses frequently asked questions pertaining to copyright issues and specifically addresses concerns relating to teaching and research.

1.2.6 Freedom of Information and Protection of Privacy Act (FIPPA) & Privacy Practices

As a government-supported body, the [University adheres to FIPPA principles and practices](#). Instructors should be aware of the general limits on getting or giving access to personal information in their control, such as grades, marked term work, and other records. Instructors and academic units need to familiarize themselves with the appropriate protocols for handling student information. The University has also developed a checklist for instructors called [FIPPA – Q and A's for Instructors](#) to guide best practices for student-faculty interactions in the context of reasonable privacy expectations. For more information regarding FIPPA and privacy expectations, please visit the [UofT's FIPPA website](#).

1.2.7 Conflict of Interest and Close Personal Relationships

[The Policy on Conflict of Interest](#) is intended to ensure that resources are allocated fairly; that the University's reputation is protected; and most importantly, that students and employees (both faculty and staff) receive equitable treatment.

The Division of the Vice-President and Provost has published [a memorandum outlining the implications of the University policy for sexual and otherwise intimate relations between faculty members and their students or colleagues](#). If you have, or have had, a familial, sexual, or otherwise close relationship with a student, you will be in conflict of interest if you exercise any influence — direct or indirect — in decisions that may affect the student. In other words, you will almost inevitably be in a conflict of interest.

If you are in a conflict of interest, you must disclose this to the Chair/Director of your academic unit immediately. You are not required to provide any details of the personal relation that gives rise to the conflict of interest; you need not answer questions about it, and you are entitled to confidentiality. If you supervise Teaching Assistants (TAs), you are responsible for ensuring that they know about and comply with the requirements of the Policy on Conflict of Interest. Staff members, including teaching assistants, are covered by the [Policy on Conflicts of Interest—Administrative Staff](#) and associated [guideline](#). For more information on Conflict of Interest and resources to assist TAs, you can refer to [Avoiding Conflict of Interest - Teaching Assistants' Training Program](#).

2 STUDENT RIGHTS

Students at UTM have several protections under policy. For your reference, the most common issues that arise are listed below. Students have the right to:

- obtain a course syllabus either through accessing a copy on Quercus or through the [UTM Timetable](#) Builder. The course syllabus must be available/provided at the beginning of a course;
- rely upon the information detailed within a course syllabus. An instructor may only change methods of evaluation, or their relative weight, by following the [University Assessment and Grading Practices Policy, provision Part B: 1.3](#);
- have access to their instructor for consultation during a course;
- ask the person who marked their term work for a re-evaluation if they feel it was not graded fairly. Students must make any inquiries about the mark on a graded piece of work within one month of the return date of the work. If the student is not satisfied with a re-evaluation, they may appeal to the instructor in charge of the course if the instructor did not mark the work. If the student's work is remarked, they must accept the resulting mark. They may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark. See [Section 6.2. Re-grading Term Work](#) in this Handbook for details on the process;
- receive a portion of their mark by the last scheduled class prior to the academic drop deadline in each term (Fall and Winter). For courses that run the entire Fall/Winter Session (Y5Y or H5Y courses), the deadline is the last regular class meeting of the first week of classes in January. The portion to be returned is at least 15% for F and S courses and 25% for Y courses;
- have no one assignment, including final exams, be worth more than 80% of the student's final grade;
- not have a term test or combination of term tests in an individual course be worth greater than 25% in the last two weeks of class;
- refuse to use the university's plagiarism detection software (must be offered an alternative form of submission);
- retain intellectual property rights to their term work;
- receive all their assignments, tests, and other term work once graded;

- view their final exams. To see a final exam, students must submit an online Exam Reproduction Request within 6 months of the date of the exam. There is a non-refundable fee (please note that this process is overseen by the Office of the Registrar);
- [personal privacy](#) (see [Section 2.1. Privacy](#) in this Handbook), including privacy of registration status and grades; and
- arrange for representation from [Downtown Legal Services](#) (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if they are charged with an academic offence.

The list above is not intended to be exhaustive. If a student is claiming a right that is not listed above, please consult with your academic unit's academic advisor or, as needed, academic unit Chair/Director or designate.

2.1 Privacy

Students have a right to privacy that is guaranteed through the Freedom of Information and Protection of Privacy Act (FIPPA). A [Q&A guide for instructors](#) is available from the Office of the Provost. Key points include:

- Posting grades securely, so that students cannot see the marks of others;
- Retaining unclaimed work for a year and then securely destroying it;
- Using only encrypted email or encrypted attachments on unencrypted email to communicate personal information; and
- Not disclosing personal information, including the enrollment status of a student, to another person, including a parent/guardian.

The [Student Data website](#) provides more information about how the university collects, uses, and protects student information.

2.2 Social Media

Students may seek to contact or interact with instructors through social media, and instructors may choose to use social media in their teaching. The [Provost's Office maintains a set of resources and supports regarding social media use](#). Instructors should check with their Chair/Director regarding any specific academic unit guidelines or policies before introducing social media to their classrooms.

3 BEFORE THE TERM: PREPARING FOR YOUR COURSE

3.1 Preparing the Course Syllabus

One of the first things you will need to do is prepare your course syllabus (also referred to as the course information sheet). The course syllabus is a contract with students in the course. It should only be shared with the students once it is approved by the Chair, Director or their designate. Furthermore, once approved, the syllabus must not be amended unless certain procedures are followed. For example, an assessment/assignment weight, type, or submission due date may not be changed without a class vote with the majority of the class present in agreement.

The course syllabus should contain certain key information such as the course description, course learning outcomes, contact information, office hours, required readings/texts, course work and grading breakdown, and key policies. The course description is available through the Academic Calendar and should only be changed through the academic curriculum change process.

Course learning outcomes define what students should be able to do or accomplish by the end of the course. Creating and using course learning outcomes in a course can be beneficial both in terms of expectation transparency for students as well as identifying curriculum plans and potential gaps in the curriculum by academic units.

The course syllabus should also reflect the course delivery information as listed in the [Timetable Builder](#). For more information on how to schedule a class meeting in a different delivery mode (see [Section 5.2. Scheduling a Class Meeting in a Different Delivery Mode](#) in this Handbook). The current course delivery options UTM offers are:

- **In-Person:** The course is delivered in person in any given term.
- **Online:** All instructional interaction occurs without the student and instructor being in the same physical location. Instructional materials may be presented synchronously or asynchronously. At maximum, one in-person assessment (including final exams) may be required per half-credit course. The in-person assessment must be declared during the timetabling process.
- **Hybrid:** Greater than one-third of the course contact hours will occur online (either SYNC or ASYNC). Assessments may be online or in-class. Involves a balance of scheduled in-person and (usually SYNC) online activities appropriate to the learning outcomes of the course.

3.1.1 Contact Information

You should clearly define your expectations regarding communication with your students and reinforce these expectations with an explanation in class. For example, if you expect questions about content to be placed on a discussion board, requests for re-grades to be sent to TAs, or for all communication to occur through e-mail, make that clear.

Your syllabus must include the necessary contact information for the instructor(s) teaching a course in a specific academic session (e.g., instructor's U of T e-mail, course U of T e-mail [if applicable], and/or phone). You should also state that all students corresponding by e-mail should use their UTORmail accounts (i.e., student email addresses ending in "@utoronto.ca" or "@mail.utoronto.ca").

3.1.2 Office Hours

All instructors are required to hold office hours throughout the duration of the course, and these office hours should be specified in the course syllabus approved by the academic unit. The distribution of these hours is not specified in policy; however, the hours should be arranged to

facilitate regular interaction with students. We strongly recommend a minimum of one scheduled office hour per week.

3.1.3 Assessment Requirements

Assessments in the course should be aligned with the course learning expectations. The focus of the syllabus in terms of assessments is to provide brief information on each assessment component and the overall grade breakdown for the course. Therefore, the syllabus should not include detailed information, such as additional assignment instructions, criteria, or rubrics. Instructors can instead add key information and rubrics for assignments through the learning management system, Quercus.

Number of Assessments

University policy states that student performance “must be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.” Independent study or project courses are included under this rule.

Please view the full U of T [University Assessment and Grading Practices Policy](#) for more information specific to the modes and number of assessments that are recommended for undergraduate courses.

Assignment Weights and Due Dates

The following are some important guidelines regarding the breakdown of grades in your course(s):

1. Term work must be assigned due dates and those due dates must be listed on the course syllabus. All term work must be submitted by the last day of classes in the course unless an alternate earlier date is specified by the instructor. You may set an earlier date if it seems reasonable and does not conflict with the academic unit’s usual practice and UofT policy. This must be emphasized to the class in the syllabus.
2. During reading week, no presentations, term tests, make-up tests, or other work requiring attendance may occur. See [Section 5.4. Study Break and Reading Week](#) in this Handbook for additional restrictions.
3. During the exam period, no term work may be due, and no regularly scheduled term tests or make-up tests may occur. During the study break, make-up tests may be scheduled. See [Section 5.4. Study Break and Reading Week](#) in this Handbook for additional restrictions.
4. No term test or combination of term tests in an individual course, held in the last two weeks of classes at the end of the term, may have a total weight greater than 25% of the final mark.
5. Class participation can be one graded component of your course but should never exceed 20% of the total course mark and should involve participation rather than mere attendance.
6. Undergraduate courses that meet regularly as a class should have an examination conducted formally under divisional auspices. [UTM’s academic calendar](#) contains more details on this. The final exam should count between one-third and two-thirds of the final mark. Chairs/Directors of academic units may grant exemptions to instructors from holding final examinations in 200-, 300- and 400-level courses. In any course where there is a final examination, the Chair/Director may allow a reduction in the value of the examination from one-third of the final mark to no less than one-quarter of the final mark.
7. Exams can only occur during the exam period at a time scheduled by the Office of the Registrar. Take-home tests or “exams” held during the term are considered term tests and cannot be used in lieu of an exam. This regulation is non-negotiable with your class.

Assignment Return Date

As per the U of T Grading Policies, instructors are required to return a specific percentage of marked work by a deadline prior to the drop date for the course. At UTM, the minimum required percentage is higher; the Academic Calendar specifies that for H courses, the work returned must be worth a

combined total of at least 15% of the total course mark, and for Y courses, the work must be worth a combined total of 25% of the course mark.

The **deadline for returning 15 % of marked work** and communicating grades to students **in H courses is the last regular class meeting prior to the academic drop date specified for that session**. The **deadline for returning 25% of marked work** and communicating grades to students **for courses that run the entire Fall/Winter Session (Y5Y or H5Y courses), is the last regular class meeting within the first week of classes in January**. [Important academic dates and deadlines can be found on the Office of the Registrar website.](#)

Assignment Submission Policy and Late Penalties

If you have specific directives for your class about how they should submit assignments (e.g., electronically, in person, or at the academic unit administrative office), you should make this clear in your syllabus.

If penalties exist for late or missed work, you must indicate this to your students in your syllabus, giving information about items such as late penalties for assignments (e.g., 10% per day), maximum possible penalty, and a final due date after which work will no longer be accepted. The policy should also state the due date for requesting special consideration, the method by which a student must request consideration (e.g., Special Consideration Form submission, e-mail, phone, letter, online form, etc.), and any supporting documentation required in addition to the ACORN absence declaration (see [Section 6.6. Declaration of Temporary Absence](#) in this Handbook). Check with your Academic unit regarding specific policies or guidelines that you should follow.

Test Scheduled Outside of Regular Class Times

Instructors cannot require students to attend tests, lectures, tutorials, and/or laboratories scheduled outside of normal class meetings, unless faced with extenuating circumstances. Instructors should schedule term tests during normally scheduled class hours to prevent conflicts with students' other obligations and other colleagues' courses.

If an instructor must schedule a term test outside normally scheduled class hours:

- The extra session must be approved by the academic unit's Chair/Director in consultation with the Office of the Dean.
- The total scheduled hours, including any tests that were scheduled outside of the normally scheduled class hours, should match the number of course delivery hours listed in the timetable for the course.
- Saturdays are the primary option for scheduling tests that are outside of class time.
- If an out-of-scheduled class test conflicts with another course operating in its normally scheduled time, the course activities taking place at normally scheduled times have priority.
- The instructor must accommodate any student who declares a conflict with the scheduled time by providing an equivalent opportunity to complete the work at another time. Students in these situations must be offered a make-up test. Rolling the missed test mark into another form of assessment is not normally an option, and instructors may not reweight the final exam to make up for the missed test.
- There should be no make-up tests scheduled during reading weeks.

If an instructor is required to schedule a test or other graded assessment outside of a normal class period and the request is approved, the date of the extra session must be announced in the syllabus. In addition to placing the date in the syllabus, instructors must announce out-of-class test dates and times in the first meeting of the course.

Missed Tests and Re-grading

Rules and guidelines surrounding this issue are detailed more extensively below under [Section 6. During the Term: Tests, Grading, and Accommodations](#) in this Handbook. You have great latitude in designing a procedure that will work best in the context of your course (within the limits specified below), but any guiding principle will be most effective if it is stated clearly at the beginning of the course, including outlining the procedure in the syllabus, and if it is applied fairly and consistently.

Plagiarism Detection

[The university provides a plagiarism detection tool](#) to assist in the detection and deterrence of plagiarism. If you intend to use the plagiarism detection tool, you must inform students at the beginning of your course. Inform them that use of the tool is voluntary and provide alternate means of submitting assignments should a student not wish to use it. If you use this tool, you **must** include the following **unaltered** text in your syllabus along with your instructions:

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>).

3.1.4 Equity and Academic Rights

In your course syllabus, you are strongly encouraged to include the following italicized text that reflects current academic policies:

*The University of Toronto is committed to equity, meaningful inclusion, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect towards one another. As a course instructor, I will neither condone nor tolerate language or behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a learning space that is inclusive and welcomes discussion. Discrimination and harassment will not be tolerated. If you have any questions, comments, or concerns I encourage you to bring them to me for us to discuss. You may also contact the **UTM Equity, Diversity, and Inclusion Office** at edio.utm@utoronto.ca for assistance.*

3.1.5 Submitting the Course Syllabus

Instructors are required to submit their course syllabus information online through the [Course Information System \(CIS\)](#). CIS must be used to submit your syllabus (Syllabus Builder module) and final exam details (Exam Details module) for review and approval. The system requires that your syllabus be reviewed and approved by the Chair/Director of your academic unit before it is made available for students to view via the [Timetable Builder](#).

If the Chair/Director does not approve your course syllabus, you will receive an e-mail from the system detailing the reason why it was denied and advising you to revise and resubmit the course syllabus. It is the instructor's responsibility to make sure that the **course syllabus is available to students for viewing, via the Timetable Builder, no later than the first day of classes**. Please adhere to UTM's divisional guidelines on syllabus submission and approval due dates in order to allow time for your Chair/Director to review the course syllabus prior to the first day of classes.

3.1.6 Modifying the Approved Syllabus

Be certain that your course syllabus is correct before the term. Should you need to change your grading scheme once the course has started, you must do so in accordance with provision [1.3 of Part B: Grading Practices, in the University Assessment and Grading Practices Policy](#). Once the consent from the class is obtained as described in the above policy, any syllabus revisions must also be updated through CIS for approval by the Chair/Director of the academic unit.

3.2 Hiring and Supervising Teaching Assistants

Teaching assistants (TAs) teach tutorials, conduct labs, grade assignments, and/or invigilate tests and exams. They belong to a bargaining unit and are governed by the CUPE 3902, Unit 1 or Unit 3 collective agreement, which can be found on [the Division of People Strategy, Equity, and Culture website for Faculty and Staff Agreements](#). The number of Teaching Assistant hours allocated to a course is managed by the academic unit's business officer in consultation with the Office of the Dean.

Before the term begins, you are responsible for filling out a form detailing your TAs' "Description of Duties and Allocation of Hours (DDAH)". **Please see the academic unit's business officer for more information.**

As you assign duties, be sure your TAs have received adequate training. First-time TAs are **required** to participate in 4-hours of paid training that is provided by the academic unit, the [Teaching Assistant Training Program \(TATP\)](#) through the [Centre for Teaching Support & Innovation \(CTSI\)](#), or other sources. Returning TAs are entitled to 2-hours of paid work-related training per academic year in which they hold at least one appointment. The University must provide this training should an employee wish to participate. All training hours must be recorded on the DDAH form and these hours must be separate from appointment hours, as training hours are not included in the calculation of subsequent appointment entitlements.

It is your responsibility as the supervisor of the course to discuss duties and allocation of time with your TA(s). This meeting should occur at the beginning of the course. You are also required to conduct a mid-term meeting with your TA(s) to ensure that you and they agree on whether the duties allocated at the beginning of the term are a fair representation of the actual allocation of duties and hours they have experienced.

3.3 Academic Continuity

The University's [Policy on Academic Continuity](#) "recognizes that events such as pandemic health emergencies, natural disasters, prolonged service interruptions, and ongoing labour disputes are potential threats to academic continuity" and states that the U of T will "undertake appropriate planning and preparation to promote continuity." The following best practices will ensure the resiliency and continuity of courses:

- Collect and maintain a record of all grades;
- Post critical course materials on the course site;
- Develop communication strategies for the course;
- Plan for alternate means for assignment submission;
- Understand the framework for modifying course evaluation methods ([1.3 of Part B: Grading Practices, in the University Assessment and Grading Practices Policy](#)); and,
- Consider incorporating online learning activities if needed.

4 DURING THE TERM: ENROLMENT

Enrolment in courses is administered by the [Office of the Registrar](#) and is not within the control of instructors.

1. Under **no circumstances** should you, as an instructor, tell students they are enrolled or will be enrolled in your course if they are not enrolled on ACORN, nor should you make any promises

about enrolling. Please advise students requesting enrolment that they must meet with an Academic Advisor (AA) in the Office of the Registrar or in the academic unit.

2. You **must not** grade or return assignments or tests for students who are not officially enrolled in your course. Any student that is not on your class list (in Quercus) as of the add the course deadline is not enrolled in your course. Refer students who submit work without being on your class list to the Office of the Registrar where they may be advised to petition for late enrolment if there are extenuating circumstances.

4.1 Students Requesting Attendance in Alternate Sections

Students must attend the lecture/tutorial/practical section in which they are enrolled. If you do not enforce a clear policy on attendance, classrooms/labs may get overcrowded, and create unsafe conditions for students. Similarly, some teaching assistants might have oversized tutorial sections while others have fewer students. For pedagogical and safety reasons, you should clearly relay this policy to your TAs.

4.2 Students Requesting Attendance without Enrolment

Occasionally, students will attend your class even though they are not on the class list. UTM does not recognize the auditing of courses. However, the Committee on Standing may recommend that a student do so when they have permission to write a deferred exam and need to review the current course material to prepare to write this exam with the class. You may confirm with your academic unit's undergraduate advisor that a student has been scheduled for a deferred exam.

5 DURING THE TERM: CONDUCTING YOUR COURSE

5.1 Missing or Cancelling a Lecture

Other than unforeseen circumstances such as an illness, classes cannot be cancelled without the prior approval of the Chair/Director of the academic unit offering the course. If an instructor must be away from the campus for **two or more business days**, they must notify their Chair/Director in writing and, in cases where they will be unable to meet classes, inform their Chair/Director of the arrangements made with respect to their teaching responsibilities during their absence.

If you must cancel a class, please have your academic unit's undergraduate advisor or other staff member post a cancellation notice on your classroom door (for in-person sections). The effective date(s) should be noted, and the sign should be removed as soon as it is no longer valid. You should also post a notice on Quercus and/or send an e-mail to your class.

5.2 Scheduling a Class Meeting in a Different Delivery Mode

Class meetings should be delivered in the mode specified on the Timetable. This mode of delivery must reflect what is approved in the Academic Calendar, and any requests for delivery mode exceptions for an academic year must be approved by the Office of the Dean. However, to accommodate for special circumstances (e.g., instructor illness or conference travel), instructors may deliver up to 29% of **one** course component (i.e., lecture OR tutorials OR practicals) in an alternate mode without requiring any approvals from the Office of the Dean. Instructors should contact the Chair of their academic unit and the Office of the Dean if they wish to deliver 30% or greater of their course, or **more than one course component**, in a different delivery mode (i.e., to discuss hybrid course options).

5.3 Cancelling Classes due to University Closures

Due to inclement weather:

Throughout the term, your course may be impacted by weather-related campus closures (e.g., snow days or other inclement weather). Campus closures result in the cancellation of in-person classes that would be held on campus and online synchronous classes.

You may, but **are not obligated to**, set up a make-up session for a canceled class. However, for any class with even moderate enrollment, finding a time with minimal student conflicts where a room is available can be very challenging. Instead of scheduling an in-person make-up session, you may also consider offering an **optional** synchronous online session for students during the regularly scheduled class that had to be cancelled, recording that online session, or offering an asynchronous video recording. If any marked work is completed during the make-up session and that session is outside of normal class-times, students who are unable to attend will need to be accommodated (see [Section 3.1.3. Assessment Requirements](#) in this Handbook for information about tests held outside of class meetings.)

If a term test or assessment was scheduled and then canceled due to university closure, you may reschedule the assessment to the next scheduled class without a class vote. However, re-weighting missed assignments must follow the required class voting procedures outlined in the [University Grading Practices Policy](#).

Due to statutory holidays (make-up days):

Should the term end on a statutory holiday, a make-up day will be scheduled for the next business/school day. All contact hours (LEC/TUT/PRA) are expected to be shifted to this make-up day.

5.4 Study Breaks, Reading Weeks, and Examination Periods

Study Breaks take place immediately following the last day of classes of each term. Reading Weeks, in contrast, are scheduled in the middle of the term in both the Fall and Winter. Please check the [UTM Registrar's Office Sessional Dates page](#) for exact dates. For more information, please visit the Academic Calendar section on [Term Work, Tests, and Appeals](#).

During study breaks or reading weeks:

- No new content may be introduced
- Optional review sessions may be held
- Instructors may offer extended office hours, at their discretion
- Presentations that are being graded may not be held
- Term tests may not be held
- Make-up tests may not be scheduled during Reading Weeks but can be held during Study Breaks

During the Examination Periods:

- No make-up tests or term tests may be held
- Oral exams (including presentation exams) must be scheduled through the Office of the Registrar as per all other exams.

Instructors who wish to hold review sessions must book a room separately, even if they plan to use the same room where the class was regularly scheduled during the term.

5.5 Use of Personal Electronic Devices in Class

Devices such as laptops, tablets, and phones have become ubiquitous in the classroom and their use may not be banned by instructors. Instead, you may articulate your preferences or expectations about laptop/tablet/phone use in the classroom clearly at the outset of the course and in the course syllabus.

Please note that during quizzes, tests and final exams, students are **not permitted** to use unauthorized aids that would offer them an unfair academic advantage to their performance on the assessment. This includes any electronic devices or tools, such as cell phones, smartwatches, earbuds, or generative AI

tools, that have not been explicitly approved by the instructor. Use of any such unauthorized aids may result in a student being charged with an academic offence (see [Section 7. Academic Integrity](#) in this Handbook for more information).

5.6 Taping/Recording/Photographing Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the [Canadian Copyright Act](#). Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission first and may not do so unless permission is granted. This includes tape/audio recording, filming, photographing PowerPoint slides, copying Quercus materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in other forms without formal permission. If you have strong opinions about this happening in your class, you should take the time in your first class to review the portion of the [Copyright Policy](#) relevant to the instructor's intellectual property. If you find your copyrighted material on a website, you should contact the site administrator, notify them of the copyright violation, and ask that the material be removed immediately, then follow up with the student after consultation with the undergraduate chair in your academic unit about appropriate steps to take.

Please note that some students with disabilities have been granted the recording of lectures as an academic accommodation. For this reason, it is best to speak **privately** with any student who is recording so you do not put a student with a disability in an awkward position in front of the whole class. These recordings are only for that student's exclusive study use and may not be shared without your explicit permission. If you have specific inquiries about an accessibility-related accommodation, please consult with [Accessibility Services](#).

6 DURING THE TERM: TESTS, GRADING, AND ACCOMODATIONS

6.1 Term Tests

There are several restrictions on when term tests may be held and how much weight can be assigned to those that occur late in the term. See [Section 3.1.3. Assessment Requirements](#) in this Handbook for details on potential dates for tests and the weight of tests. Should there be a need to schedule a test outside of the regular class meeting time (LEC), please see [Tests scheduled outside of regular class times in Section 3.1.3. Assessment Requirements](#) in this Handbook for more information.

How you conduct your term tests is left to your discretion. The [Rules and Policies](#) used by the Exams Office for final examinations may provide you with some useful guidance. These protocols have been developed through long experience, and your students may already be used to them.

6.1.1 Missed Term Tests

Students who miss a term test will be assigned a **mark of zero** for that test unless they are granted special consideration. Please also refer to [Section 6.6. Declaration of Temporary Absence](#) in this Handbook for more information on granted absences.

If the term test was missed for reasons entirely beyond the student's control, a written request for special consideration may be submitted to the instructor following the missed test policy outlined in the syllabus. This request must explain the reason for missing the test and include any required documentation.

If a student's absence declaration is accepted by the instructor, it is recommended to first offer the student a make-up test. The make-up term test must not conflict with the scheduled activities in students' courses, which take precedence. The make-up test should be scheduled within a reasonable time frame in line with the circumstances around the student's absence. Make-up tests may not be scheduled during Reading Weeks or Examination Periods. In the case that a test cannot be scheduled during the fall term because of a short study break or exam period, the make-up test can be scheduled at the beginning of the winter semester. If a make-up test is not possible, i.e. due to timing or scheduling issues, the second option given to the student is recommended to be a redistribution of weighting of the term test across all term work (per the [University Assessment and Grading Practices Policy](#)). Instructors may also decide to offer a make-up assignment if a make-up test is not possible.

Re-distribution of the weight of missed term work to the final exam should be the **last option** considered by an instructor and offered to a student, providing this option does not increase the weight of the final exam to greater than 80% (of the graded work in the course). For instances where a 100-level course exam must be reweighted to more than 66%, please contact the Office of the Dean for approval.

If the student is granted permission to take a make-up test and misses it, then they are assigned a **mark of zero** for the test unless the instructor is satisfied that missing the make-up test was unavoidable. Students are not automatically entitled to a second make-up test.

6.2 Re-grading Term Work

Re-grading requests for term tests or other term work are dealt with by the instructor and the academic unit. This differs from the policy for re-grading of exams, which are handled through the Office of the Registrar.

A student who believes that their term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to **one month** from the date of return of an item of term work to inquire about the mark. For example, should the work be returned on March 3rd, the student has until April 3rd to inquire and request a re-grade. All responses to student inquiries must be provided in a timely fashion.

If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In these instances, where the instructor was not the one who marked the work, the student must now submit to the instructor: (1) the original piece of work; (2) the written reasons as to why they believe the work was unfairly/incorrectly marked; and (3) communications from the original marker as to why no change in mark was made.

If a re-grading is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. The student must accept this condition to continue with any re-grade or appeal process. Instructors and TAs should ensure all communication with the student is in writing (e.g., follow-up e-mail) and keep a copy for later reference.

In the case of a group term work, all group members need to agree in writing to be bound by the results of a regrading request. The request for regrading in this case must include statements of agreement from all group members.

Only re-grading of term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, the student must submit to the academic unit Chair/Director in writing: (1) all previous communications between the student, original marker, and the instructor; (2) the detailed reason(s) documenting why the mark for the work was inappropriate; and (3) the original marked piece of work. If the academic unit believes that re-grading is justified, the unit shall select an independent reader. The student must agree in writing to be

bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The grading of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the academic unit shall determine a final mark taking into account both available marks.

The final level of appeal is to the Office of the Vice-Principal, Academic and Dean. Appeals must already have been considered at the two previous levels (Instructor followed by academic unit Chair/Director), with the decision reviewed by the head of the academic unit (i.e., Chair or Director), before they may be considered by the Office of the Dean. **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the Office of the Dean about the grading of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

6.3 Accommodations for Course Conflicts

Students are expected not to take classes where scheduled lectures, tutorials and/or practicals of a course conflict with scheduled lectures, tutorials and/or practicals in other courses in which they have already enrolled. Where a student has enrolled in courses with conflicting lectures, tutorials, and/or practicals, they may not receive accommodations for conflicting tests or exams, assignments, lecture material, in-class participation, labs, etc.

Similarly, instructors cannot require students to attend tests, lectures, tutorials, and/or laboratories scheduled outside of normal class meetings. Please see [Tests scheduled outside of regular class times in Section 3.1.3. Assessment Requirements](#) in this Handbook for more information.

6.4 Accommodations for Religious Observances

The university has a legal obligation to provide appropriate and reasonable accommodations on the basis of religion (“creed”) under the Ontario Human Rights Code. Instructors will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities at these times. The Office of the Vice-Provost, Students has prepared a resource about [Accommodations for Religious Observances](#), which includes an overview of the policy and examples of dates of relevance. These dates are provided to assist instructors and those planning academic activities to anticipate when students might choose to seek accommodations for religious observances. It is important to note that there are many holy days associated with various faiths as well as interpretations of the lunar calendar. The absence of such dates on the list, or variance by one or two days, should not be interpreted to mean that there should be no accommodation for students who observe those holy days.

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. University’s [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#) outlines that students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. Since students would normally be aware of upcoming religious observances as well as examination schedules in advance, a minimum of three weeks advance notice should be considered sufficient. When the scheduling of tests cannot be avoided, students should be informed of the procedure to be followed to arrange to write at an

alternate time. For additional assistance in interpreting this policy of dates for religious observances, please contact the UTM Equity, Diversity, and Inclusion Office (edio.utm@utoronto.ca).

Please note that letters/documentation from faith leaders to support requests for accommodation should not be requested. The University does not request this documentation because doing so would imply a potential assessment of the sincerity of the religious practice, and not all faith traditions necessitate involvement in an organized faith community. Students should alert members of the teaching staff to upcoming religious observances and anticipated absences in a timely fashion. Religious accommodations must not be submitted through the Special Consideration Requests.

6.5 Accommodations for Students with Disability

The university has a legal obligation under the Ontario Human Rights Code to provide appropriate and reasonable academic accommodations to students with disabilities. Students and faculty at UTM can find assistance with academic accommodations from the Accessibility Services office. Most accommodation requests at UTM are handled through [Accessibility Services](#). **Students are not required to reveal their private medical information to, or seek accommodation directly from their instructor.**

Accessibility Services has the following role:

- Receive and review the student's documentation (by a medical practitioner licensed to diagnose) on a confidential basis;
- Verify the student's disability on behalf of the University;
- Determine whether accommodations are appropriate based on the documentation provided;
- Determine what accommodations would be effective and adjust accommodations as needed;
- Collaborate with faculty and academic staff to implement accommodations in the classroom, practicums, labs, and graduate programs.

Students registered with Accessibility Services will send their instructors their Letter of Accommodation (LOA) using the Accessibility Information Management System (AIMS) system. Instructors who have questions about Accessibility Services and/or their student's accommodations can reach out to the student's advisor whose email address is listed on the letter.

AIMS gives you the ability to:

- View the approved accommodations (accommodation letters) of your students through a secure website;
- Provide timely information regarding your tests and final exams, including any changes to the original submission (e.g., changes to dates, times, aids allowed);
- Upload your quizzes and tests to AIMS, ensuring content encryption and security that e-mail attachments cannot guarantee; and
- Access the above information online.

You may access AIMS for Instructors from the Office of the Registrar [Faculty & Staff applications](#) or directly through [AIMS for Instructors login page](#). Please do not collect documentation about accessibility accommodations outside of AIMS. If you do, under FIPPA rules, this documentation must be treated as containing confidential information (see [Section 2.1. Privacy](#) in this Handbook for more information). Store the documents securely. Additional documentation for accommodations must not be submitted outside of AIMS (for example, through the Special Consideration Requests).

Please note that students can register with Accessibility Services at any time during the academic year. Letters of Accommodation may be issued at any time during the year. If instructors do not see a student's letter online, please contact the Accessibility Services at access.utm@utoronto.ca.

Please note that in addition to receiving accommodation requests through Accessibility Services, instructors may also receive accommodation requests from Please note that you may also receive

accessibility requests for students from other student-supporting offices on campus, such as the Sexual Violence Prevention and Support Centre.

6.6 Declaration of Temporary Absence

During the term, students who are temporarily absent from their studies must follow the missed term work policy outlined in their course syllabus to make up academic obligations that were missed (i.e., in-class assessment, quiz, paper or lab report).

Students can utilize the ACORN Absence Declaration Tool **only once per term to declare a single absence period of up to seven consecutive days** without submitting documentation (see [here](#) for more information). The declaration period must include the day of declaration and may include past and/or future dates, for a total of up to 7 calendar days. This declaration cannot be used for matters that require petition and may not be usable for all assignments in a students' course since instructors may make one test or one quiz in a course exempt from the one-time absence declaration.

It is important that this declaration is used in addition to the missed term work policy outlined in the course syllabus. If additional requirements for absence reporting are indicated for a course (e.g. emailing the instructor as the instructors cannot get declarations from ACORN directly), the due time for any additional requirements for declaring absences should follow the same ACORN reporting policy as described above.

If a student needs to submit subsequent absence declarations after they have used up their one-time declaration of absence per term, they must follow the academic unit's **usual** procedures for requesting special consideration, including the submission of documentation which may include submission of [The Verification of Student Illness or Injury \(VOI\) form](#), [Verification of Extenuating Circumstances](#), or other documentation. Please note that the use of the VOI form in a course or by an academic unit is optional and not required, and that there may be an associated cost with the completion of the VOI form for students.

6.7 Extensions of Term Work after the End of Term

Instructors have the authority to grant individual students an extension for term work up until the end of the regular final examination period in a given term or session. Petitions concerning extensions of time to complete term work later than the end of the exam period must be submitted through the Office of the Registrar by the last day of the regular examination period. Students are expected to consult the instructor about a proposed due date before petitioning for an extension of time and are also expected to continue to work on assignments while awaiting the petition decision.

7 DURING THE TERM: ACADEMIC INTEGRITY

The [Code of Behaviour on Academic Matters](#) (CBAM) is the University of Toronto's central policy on academic integrity and discipline. It outlines the various types of offences and the responsibilities of all University members to uphold fundamental academic values. All members of the University are required to abide by CBAM and are encouraged to familiarize themselves with its content. The preamble to CBAM emphasizes this responsibility:

The concern of the Code of Behaviour on Academic Matters is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.

7.1 Identifying Academic Offences and Obtaining Assistance

Academic offences take various forms, many of which are not immediately obvious. The most common types of offences are plagiarism and the use of unauthorized aids/wearables/assistance to complete academic work but can also include examples of resubmission of student's own work from another or the same course. Unsanctioned course use of Generative AI tools such as ChatGPT would normally be included in the latter category.

The primary criteria for determining whether an offence was committed are whether the student obtained an unfair academic advantage or whether the student enabled another student to obtain an unfair academic advantage. Students are expected to have read and understood *the Code*; therefore, ignorance is not an excuse. Instructors are expected to make a reasonable effort to prevent academic offenses and to investigate them when identified.

Instructors should consult with their Chairs/Directors, their unit administrator responsible for supporting academic integrity, or staff from the Academic Integrity Unit (AIU) if they have questions about the *Code* or need guidance on conducting a meeting with a student. Adhering to all procedures when handling a suspected academic misconduct case is essential, so please seek advice, if needed, before beginning the process.

7.2 Handling an Alleged Offence

Under CBAM, an instructor is not authorized to resolve an alleged academic offence. Only a Chair/Director has the authority to settle such cases at the unit level, and only under certain circumstances.

If academic misconduct is suspected:

- Contact your academic unit administrator, who will request, through the AIU, to place the notation of Grade Withheld Pending Review (GWR) on the student's academic record. This prohibits the student from dropping the course or applying the CR/NCR notation until the matter is resolved.
- Make a reasonable effort to meet with the student, either in-person or virtually, to discuss the alleged offence objectively. This meeting should be documented and treated as a fact-finding process, including any explanations of admissions of guilt. Instructors should refrain from suggesting potential sanctions or attempting to negotiate with the student. They should also encourage the student to continue with the course, as dropping it will not be permitted. If the student does not respond to the instructor's attempts to meet, the case should be escalated to the Chair/Director, who will forward the matter to the AIU.
- Prepare a written report that includes:
 - A description of the alleged offence
 - The assignment in question
 - Supporting documentation (e.g. source materials)
 - A summary of the meeting (if held)
 - The weight of the course component
 - A copy of the course syllabus
- Instructors should promptly prepare a written report, including the assignment(s) in question and any supporting evidence, and forward this to the Chair/Director. The report should detail the meeting with the student, the weight of assignment, course outline and any information given with regard to academic integrity. If the course component in question is worth **15% or less of the final grade**, the alleged offence is the student's first, and the student admits to committing the offence, the Chair/Director may resolve the matter at the academic unit level. However, **severe academic offences (such as impersonation, forgery, theft, misrepresentation, fraud, etc.) or those involving complex circumstances should always be forwarded to the AIU.** If you are uncertain whether to forward a case, please contact the AIU. Chairs/Directors are expected to review the materials and, as appropriate, either impose a sanction or forward the case file to the AIU. Please note that all documents related to cases

resolved at the academic unit level (including GWR and offence details) still need to be processed and sent to the AIU.

- Cases must be forwarded to the AIU when:
 - The course component is worth **more than 15% of the final grade**;
 - The offence is not the student's first and/or;
 - The student does not admit guilt
- A Dean's Designate will review the case and, if appropriate, invite the student for a meeting. If the case cannot be resolved at this stage, it will be forwarded to the Tribunal for a formal hearing and decision.

8 COURSE EVALUATIONS

The University of Toronto is committed to ensuring the quality of our academic programs, our teaching, and the learning experiences of our students. An important component of this is the regular evaluation of courses by students. At the University of Toronto, course evaluations are conducted for the following reasons:

- To provide formative data to instructors for the continuous improvement of their teaching.
- To provide members of the University community, including students, with information about teaching and courses at the institution.
- To collect data used in the all-encompassing evaluation of teaching for administrative purposes, such as annual merit, tenure and promotion reviews.
- To provide data used by academic units and divisions for program and curriculum reviews.

[The Policy on the Student Evaluation of Teaching in Courses](#) outlines the principles and parameters that guide the evaluation of courses at the University of Toronto. The CTSI [Course Evaluation \(CE\) Framework page](#) outlines the cascaded assessment structure of the University's course evaluations. In addition, the [UTM Guidelines for the Evaluation of Teaching](#) provides detailed information about the administration of the course evaluations in the teaching evaluation process at UTM. If you have any questions or concerns about the Course Evaluations at UTM, please contact the Associate Dean, Teaching and Learning, assocdeanteachlearn.utm@utoronto.ca.

Note that instructors must not offer incentives (such as extra credit) for completing evaluations as this compromises the validity of the evaluation process and puts students in a position to disclose that they have submitted an evaluation.

9 EXAMS

Most courses at the university culminate with a final examination. There are requirements on whether an exam should be held for a course and how much it can count toward the student's grade. Please see [Section 3.1.3. Assessment Requirements](#) in this Handbook for more information.

Final examinations are scheduled by the Office of the Registrar. A draft exam schedule is sent to all academic units approximately one week before it is posted publicly.

Changes to the exam schedule will only be made during the draft stage and will only be accommodated if they do not have a negative impact on any students. Therefore, **it is essential that all exam scheduling constraints are submitted prior to the start of the exam scheduling process through the CIS, where possible**. If instructors learn of any constraints after the course information submission period, please contact the exam scheduling team at: scheduling.utm@utoronto.ca. Once the final examination schedule is made available to students, changes to the schedule cannot be accommodated.

Exams must be delivered in the mode approved for the course (e.g., in-person or online). Requested changes to the exam delivery mode must be sent to and approved by the Office of the Dean in advance

of the publication of the examination schedule. All exams – including online and instructor-administered exams – must use the scheduled start and end times to ensure there are no conflicts for student exam takers.

Instructors will be informed of a due date for their exam scripts once exams are scheduled. Exam scripts that are not submitted to the Final Exam (FE) and Deferred Exam (DE) modules in CIS by the due date will be converted to an Instructor-Administered Exam (see [Section 9.2. Instructor-Administered Exams](#) in this Handbook).

9.1 Exam Invigilation

Instructors are responsible for attending and invigilating their exam and are also responsible for scheduling sufficient TAs to support them. Typically, one TA or instructor is required per 30-60 students, with smaller courses encouraged to use the ~30:1 rate and larger courses using the ~60:1 ratio of students:invigilators. The Office of the Registrar does not supply invigilators. The Exam Team shares with your academic unit administrator the Examination Instructions for Invigilators (Instructors and Teaching Assistants) handbook prior to every exam session. Please review this handbook for details of exam procedures and roles, and responsibilities, including information on when to arrive, what to do, and what to expect at a final exam session.

The Office of the Registrar appoints at least one **Chief Presiding Officer (CPO)** per exam room to bear the primary responsibility for the conduct of the final examination. The CPO is responsible for picking up the examination package from the Exam Office (located in the Office of the Registrar), setting up the exam room, making announcements, distributing exam materials, collecting student attendance, acting as a witness to any academic offence, dealing with emergencies, and returning examination materials to the Office of the Registrar. Note the CPO is not responsible for exam invigilation. At the exam, the CPO will track exam attendance by scanning student ID cards using a PC tablet. Please remind all students to bring their student ID card (TCard) to their exam, along with a government-issued photo ID (e.g., driver's license, passport, health card).

9.2 Instructor-Administered Exams

For many reasons, it may be necessary for the instructor to administer the exam in a separate (or special) classroom. An Instructor-Administered Exam (IAE) is an option to courses with this need. Reasons for choosing to hold an IAE include:

- **Computer Lab-based exams.** In this format, students complete and submit their final exam on a UTM computer terminal (rather than writing on paper/exam booklets). The exam is held within a computer lab.
- **Presentation exams.** These exams may include an oral presentation or a poster presentation. The key element is that the presentation is graded while it is being presented.
- **Exams with audio, visual, or oral components.** Examples include the instructor playing a video or audio clip during the exam, or a dictation exam (either to the entire class or to individual students), with students responding on their exam paper.

IAE requests **must be approved by the academic unit's Chair/Director and by the Office of the Dean.** If an IAE is approved, the instructor may be required to:

- **Administer the exam without a CPO,** in which case all invigilation responsibilities, including making announcements, setting up materials, taking attendance, facilitating use of

the washroom, etc., are assumed by the instructor. In some cases, an exam requiring limited audio, visual, or oral components but deemed IAE may request a CPO.

- **Administer any deferred exam as an IAE, in the same format as the original exam if necessary.**

Typically, IAEs are only feasible for courses with 75 students or fewer (with students sitting in every other seat) or up to 150 students (for a multi-version exam, with students sitting in every seat). A pedagogical rationale linking the request to the assessment may be required. Before requesting an IAE for a course, please consult the [Instructor-administered Exams](#) for detailed information and then consult with the exam scheduling staff in the Office of the Registrar at scheduling.utm@utoronto.ca.

The type of exam (computer-based, presentation exam or exam with audio, video, or oral components) must be indicated in the Exam Details submission module in CIS. For first-time requests for computer-based exams, a rationale should be submitted to the Assistant Director, Academic Planning, Policy, and Projects, in the Office of the Dean prior to Exam Detail submission in CIS. These requests are subject to the availability of appropriate computing resources at UTM.

9.3 Publication of Exam

By default, previous exams are published on the [UTM Library website](#) unless the instructor of the course has requested an exemption and been approved to have their exam 'restricted'. UTM has a committee to review requests of those instructors seeking an exemption from the requirement that the previous year's final examination (and other years' examinations) be made available to students. Once you receive your Chair's/Director's approval, please direct all such requests, with a full rationale, to the Assistant Director, Academic Planning, Policy & Projects in the Office of the Dean for consideration by the Committee.

Requests should be submitted no later than the start date of the exam period for which the exemption to course exam posting should begin to be applied. Once a course is granted an exemption, the restriction will apply until there is a change in instructor or until the date specified in the exemption request. Even in the case of an exempted posting of a course's exam, course instructors should provide students with a realistic example of the exam that students will be required to complete.

9.4 Exam Conflicts and Accommodation for Religious Observance

Students requiring [examination accommodation](#) due to exam conflicts for religious observances should be directed to complete the "Examination Conflict(s) & Religious Accommodation Reporting Form" available at <https://www.utm.utoronto.ca/registrar/forms>. The reporting form must be submitted to the Office of the Registrar by the date listed on the U of T Mississauga examination schedule.

9.5 Missed Final Exams

Students who miss a final exam must [formally petition through the Office of the Registrar](#) to write a deferred exam. Instructors are not involved in this process, other than supplying the deferred exam script to the Office of the Registrar and invigilating the test if it was Instructor-Administered or if it contains any oral or audio-visual components.

In order to maintain exam integrity, it is recommended that instructors not use their regular exam script as their deferred exam script. Note, the Office of the Registrar does not release any copies of the regular exams to students until the deferred exam session is over. Instructors are required to submit their deferred exam script at the same time as their regular exam script.

9.6 Exam Re-grading

Instructors should not show/review/re-grade a student's final exam at the students' request, as there is a formal re-read request process managed by the Office of the Registrar. Students are required to request an exam copy first, then use that copy to submit a detailed rationale for the exam re-grade request. You will receive a request from the Office of the Registrar once a re-grading request is received from the student.

To request an exam re-read, the student must complete the "Exam Re-Read Request(s) form" online through the Office of the Registrar website within six months of the exam date. Please see the UTM Academic Calendar for more information on the [Request a Re-Check or Re-Read](#).

10 AFTER THE TERM: FINAL GRADES AND PETITIONS

10.1 Final Course Grades

The University of Toronto uses a 4.0 [grading scale](#), with each letter grade range having a defined meaning, as follows:

Percentage	Grade	GPA Value	Grade Definition
90-100	A+	4.0	Excellent
85-89	A	4.0	
80-84	A-	3.7	
77-79	B+	3.3	Good
73-76	B	3.0	
70-72	B-	2.7	
67-69	C+	2.3	Adequate
63-66	C	2.0	
60-62	C-	1.7	
57-59	D+	1.3	Marginal
53-56	D	1.0	
50-52	D-	0.7	
0-49	F	0.0	Inadequate
Credit	CR	No Value	Used in a Credit/No Credit evaluation

On our grading scale, there are several cases where adding one more percent to a percentage grade would shift the student up to the next letter grade range. Some of the more significant thresholds include 49%, 59%, 69%, 79% and 84%. Another threshold may include the minimum grade your academic unit has established for entrance into its limited enrolment programs. You may want to give special attention to student marks that fall just below these thresholds; they are often contentious. That said, there is no policy or practice to automatically "round up" such marks, and you should not feel pressured to do so. For alternate grade scales information and procedures, please refer to Sections 1.3 and 1.4 of the [University Assessment and Grading Practices Policy](#).

10.1.1 Grade Distribution Guidelines

The Dean expects that, in a larger first- or second-year course, the proportion of A's could reasonably vary from 15% to 35%, and the proportion of F's should generally not exceed 10%. There will clearly be cases in which the grades appropriately fall outside of these guidelines, perhaps even on a multi-year basis. It should be emphasized that the "Grade Distribution Guidelines" above are meant to serve as **guidelines only**, and do not imply a requirement for course marks to fit into a pre-defined grade distribution (which is in fact prohibited by the [University Assessment Grading Practices Policy](#)).

Student grades should be monitored by the instructor throughout their course, to ensure that assessments are on track to accurately reflect student learning outcomes. Final marks outside the

expected ranges should be reviewed by the instructor to ensure that the assessments used in the course were fair and were scaled appropriately.

These guidelines outline reasonable expectations, given both our academic standards and the high quality of students we admit. Courses in which marks are often outside the expected ranges (over a number of historical offerings of the same course), or consistently near the limits of those ranges, should be reviewed by the academic unit heads and instructors to determine whether changes are needed to the course content, prerequisites, assessments, or supports offered/available to students. The historical grade distributions are available in eMarks for approvers in units. The Associate Dean, Teaching and Learning (assocdeanteachlearn.utm@utoronto.ca) can be contacted for assistance regarding historical data, course review, or any other consultation needed within units.

10.1.2 Submission of Final Grades

Final course grades are submitted to the Office of the Registrar at the end of the term. Final grades are due five business days following the final examination or, for courses without a final exam, five days following the end of the Study Break for that session. Instructors log on to [eMarks \(Electronic Marks submission system\)](#) to submit their final marks for the course or to amend grades (e.g., in instances where re-grade of term work has occurred). All final grades are reviewed within the academic unit and must be approved by the Chair/Director or their designate.

10.1.3 Releasing Final Grades

Final grades should only be reported through ACORN, after they have been submitted to eMarks and then approved by the Chair/Director. As a result, the final exam grade or, for courses with no exam, the grades for the final piece of term work, should not be released until grades have been approved and posted.

10.2 Requests for Final Grade Changes

Do not change a student's grade simply because the grade change may aid their entry into a program/postgraduate school, help avoid academic probation, etc. Students are assigned the grades that they earn, and grade changes should occur solely due to administrative/grading errors, or in instances where re-grade of term work has occurred.

If a student requests a re-grade of a particular piece of term work, and the request is timely and not frivolous, please proceed in accordance with the process outlined in [Section 6.2 Re-grading Term Work](#) in this Handbook. Requests for re-grading final exams are handled formally through the Office of the Registrar.

10.3 Retaining Student Work

Assignments are the property of the student. All hard copy assignments must be returned at the end of the course or at the student's request. Unclaimed term work must be kept by the instructor/academic unit for one year after the end of the course or last activity, whichever is later.

10.4 Petitions

A petition is a student's formal request for an exemption from the rules and regulations of the university. UTM students must submit an [online petition through the Office of the Registrar's website](#). Petitions do

not typically directly involve the instructor, though the instructor may be consulted or asked to provide information. However, instructors may find it useful what can be petitioned and what cannot.

Non-petitionable issues arising within a course between the instructor and the student (e.g., organization of the course, grading practices, or the conduct of instructors) are matters that fall within the authority of the academic unit sponsoring the course. Students are directed to discuss those issues with their course instructor first. If the instructor and student cannot reach a resolution, then the student may elect to speak to the unit head (Chair/Director).

Typically, students may petition for:

- **Late withdrawal from a course.**
- **An extension of time to complete term work beyond the end of the term.** An instructor may extend deadlines within the term (to the end of the regular exam period) for an individual student, but students requiring additional time are required to submit a petition. See [Section 6.7. Extensions of Term Work Deadlines After the End of the Term](#) in this Handbook for more details.
- **Deferral of an exam.**

For a complete list of petitions, their deadlines and associated policies, please visit the [Petitions website managed by the Office of the Registrar](#), or the Petitions section of the Academic Calendar.