

Advice for Preparing Course Syllabi at UTM

Winter 2026

Office of the Vice-Principal Academic and Dean
Updated November 2025



UNIVERSITY OF
TORONTO
MISSISSAUGA

Table of Contents

Syllabus Approval	3
Items of Note for 2025/2026	3
Contact Hours, Schedule, Dates	5
Learning Outcomes	6
Assessments	6
Academic Integrity	8
Accessibility, Accommodations, and Inclusion	9
Student Tech Requirements and Connection Tools	10
Privacy and Use of Course Materials Notifications	11
Student Support Resources	12
Content & Copyright	13
Digital Learning Resources	13
Additional Resources	14

Syllabus Approval



The course syllabus is a contract. A syllabus for your course should be accessible to students no later than the first day of classes.

Please note that syllabi may not be distributed by any method (including Quercus) prior to approval by your Chair through the [Course Information System \(CIS\)](#). Once approved in CIS, the syllabus will be available to students in [Timetable Builder](#). As syllabi need to be **approved by** your Chair/Director by **August 29 2025**, please plan your syllabus submission to account for the time needed for the review process in your academic unit.

A reminder that once your grading scheme is approved, to change it, you must do so in accordance with provision [1.3 of Part B: Grading Practices, in the University Assessment and Grading Practices Policy](#). The revisions must be submitted to CIS for approval by the Chair/Director of the academic unit only after obtaining consent from the class. Communication with students about the change and a vote can be distributed through Quercus.

Items of Note for 2025/2026



There are a few items of note for 2025/2026 academic year.

Course Information System (CIS)

UTM has launched the [Course Information System \(CIS\)](#) for Fall and Winter 2025 courses. CIS replaces the previous Course Information Submission System (CISS) and Final Exam Script Application (FESA) and includes modules for a Syllabus Builder (**SB**), Exam Details (**ED**), and Final Exams regular (**FE**) and deferred (**DE**) script submission. You may reference the [UTM CIS SharePoint](#) or the [online CIS resources](#) to learn about the system, find out about available training sessions, and get ready to use the system. We also have [a quick CIS Tips Sheet guide for Departments](#). If you have questions or need support, please [submit a ticket](#) or [provide feedback here](#).

Generative AI

Microsoft Copilot continues to be available to all students, faculty, and staff. In addition, this year, the University of Toronto has partnered with OpenAI to offer [ChatGPT Edu](#) – a version of ChatGPT tailored for higher education. This version of ChatGPT is available at an annual cost through U of T's software procurement system and is specifically designed for educational use, ensuring our community can explore the potential of AI within a secure, private environment. CTSI also developed guides for [choosing and using GenAI Tools](#), [examples of GenAI in teaching](#), and [institutional](#) and [external](#) teaching-related resources.

For academic integrity purposes, it is important that each instructor include language into their syllabus to explicitly inform students whether generative AI tools are permitted aids (or not) and inform students

about Gen AI in general. [Here](#) are some sample syllabus statements and FAQs about generative AI in the classroom.

Please note that generative AI tools (like any external tool) cannot be made mandatory for student use; instructors should consult the [U of T Guidelines for Tools Beyond Quercus](#) and consider information security, as well as ethical and environmental impacts, before integrating them in a course. For more information on these and other considerations on the use of Gen AI at U of T, you can also consult the AI Task Force Report, "[Toward an AI-Ready University](#)".

For ideas and resources on how to engage your students with Gen AI in your classroom, you can use the [UTM's Library guide](#) or [Coursework and GenAI: A Practical Guide for Students](#) or [RGASC's Building AI Literacy Quercus Module](#). For general resources on Gen AI in teaching, you may also want to consult [CTSI's Teaching with Generative AI resource](#), [Teaching with GenAI: Considerations for Teaching Assistance website](#), and [the U of T Libraries webpage on generative AI Tools and Copyright Considerations](#) for more information. CTSI also keeps a list of [Gen AI sessions and workshops available](#) across UofT.

Plagiarism Detection Tool

A reminder that the University of Toronto transitioned to the use of Turnitin as the detection tool platform. You can find more information about Turnitin [here](#). If you are using Turnitin in your courses, a statement regarding Turnitin use in the classroom is required. This statement is available for instructors in Step 7 of the Syllabus Module in the CIS.

Acorn Absence Declaration Tool

A reminder that the use of the [online absence declaration](#) does not require supporting documentation and should be used in addition to the missed term work policy outlined in the course syllabus. Students can use the absence declaration only once per term. Instructors do not automatically receive these absence declarations unless they specify to students to also include the instructor's contact email on the declaration.

Updating Links

Please be sure to check that hyperlinks in your syllabus are active and accurate – especially when basing your syllabus on a prior year's course syllabus.

Sessional Dates

Please refer to the [sessional dates](#) when preparing your syllabus.

New to UTM?

Please consult with your unit (departmental manager, undergraduate advisor, associate chair, chair or program director) for details regarding your unit-specific processes, resources, and supports. For UTM-wide support, please check the resources listed on the [last page of this document](#).

Academic Policy Handbook

This advice sheet is not comprehensive. For more information on the academic policies that guide teaching at UTM, please see the [Academic Policy Handbook](#).

Further Resources

For more information on supports and resources you can share with your students in your syllabus or your course Quercus page, please refer to the [Student Resources section in this document](#). For more teaching resources for planning your course and syllabus, please refer to the [Additional Resources section of this document](#).

Contact Hours, Schedule, Dates



When building your syllabus, the following information should be included.

Contact Hours and Times

Scheduled LECTURES and TUTORIALS / PRACTICALS must meet for the designated number of hours as denoted in the [2025-26 Academic Calendar](#). These could be in-person, online, or both, depending on the approved course mode of delivery. Clearly indicate when tutorials/practicals start. For example, if tutorials do not meet in the first week you need to check the impact on total contact hours.

Please keep to the assigned UTM schedule for your course (as denoted in the Timetable Builder). All classes / tutorials / practicals should only start 10 min-past-the-hour, whether in-person or online, as students need time to transition between buildings and/or classrooms.

Contact Information

Office hour times and location, and contact information must be listed for the professor. Include TA emails if responding to student emails is part of their TA contract and responsibilities. Professors and TAs must only use their @utoronto.ca email addresses. You may also list a phone number or a course U of T e-mail for correspondence.

You should also clearly define your expectations regarding communication with your students and reinforce these expectations with an explanation in class. This information could include details on which platform will be used for communication, expectations of how that platform can be used, and the response time students can expect. 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.

Finally, you should state that all students corresponding by e-mail should use their UTORe-mail accounts (i.e., student email addresses ending in “@utoronto.ca” or “@mail.utoronto.ca”) and that students emailing you should include course code in the subject line, for example. You can add this information in the “Additional Notes” section of Step 2 or by adding a Contact Information policy for your syllabus in Step 7 of the Syllabus Builder module in CIS.

Sample Email Policy Statement

Please use email to send any questions to your instructor. The University's official method of correspondence with students is through their University of Toronto e-mail accounts. It is the student's responsibility to keep his/her/their @mail.utoronto.ca account active and check it on a regular basis. All e-mails from students must include your full name and student number as well as have the course code.

Assessment Dates

Make sure due dates for tests and assignments in the “Course Schedule & Outline” section (Step 6 of the Syllabus Builder module in CIS) match the dates listed in the “Evaluation” section and dates listed online. Check the [Important Dates](#) page from the Office of the Registrar, and also please avoid scheduling tests and assignments at times that conflict with vacations/university closures / [religious observances](#).

Term tests must normally be held during scheduled course times (see the Assessment section), exams are restricted to the scheduled exam period, and assignments may not be due after classes end. Term tests may not be held during reading week. Make-up tests may also not be scheduled during the reading

week, but can be scheduled during the study break if needed and mutually agreed upon by the instructor and students.

Learning Outcomes



Your syllabus should also include student learning outcomes, which are now a mandatory field in the new CIS syllabus submission tool.

These learning outcomes may reference the disciplinary content and skills that students will learn through the course, but might also address broader skills or topics (e.g., research methodology) that may contribute to, or draw on, other courses or fields of study.

Remember that your learning outcomes and pedagogical approach should drive your choice of technology and not vice versa.

Educational Developers at the [Robert Gillespie Academic Skills Centre \(RGASC\)](#) can support the development of student learning outcomes. Please visit [UTM's Instructional Support Portal](#) and submit an Instructional Support ticket or email eddev.utm@utoronto.ca to schedule a consultation.

Assessments



There are several important considerations when planning assessments in your courses.

Assessment Scheduling

Make sure that you've planned for sufficient material (15% for H courses and 25% for Y courses) to be marked and returned by the last class before the drop deadline. Please note that it is crucial that instructors keep their grading documentation up to date.

In the last two weeks of classes instructors may not schedule a term test or combination of term tests that are worth more than 25% of the final mark. This includes "take home" tests and assignments where topics or questions are both assigned and due within the last two weeks of class but does not include make-up tests. Please note that: the last two weeks of classes do not include the scheduled make-up day each semester; the 25% value does not include final exams that are written during the final exam period; the 25% applies to all regularly scheduled assessments only and excludes any make-up tests; and, the 25% would also apply to any newly assigned assessments (such as quizzes or assignments without previously available instructions) in the last two weeks of classes. Syllabus Builder modules in the CIS system will remind you of this policy in Step 6.

Term tests should be scheduled during your normally scheduled class hours to prevent conflicts with students' other obligations and colleagues' courses. If necessity requires you to schedule your test outside of normally scheduled class hours, you must consult with your academic unit and seek approval with the Vice-Dean, Undergraduate (Office of the Dean) prior to approval of your syllabus; these requests are only rarely approved, as the extra contact hours must normally go through curriculum governance.

UTM has a number of rules for scheduling term tests outside your normally scheduled class hours:

- Saturdays are the primary option for scheduling such tests that are outside of class time.
- The syllabus must include dates of tests scheduled outside the normal class time in the Timetable.
- Any conflicts of such tests with other courses operating in their normally scheduled time result in the other course taking priority (the normally scheduled, in-class academic obligation has precedence). Students in these situations must be offered a make-up test; rolling the missed test mark into another form of assessment (like the final exam) is not an acceptable option for these cases.
- Please refer to section 3.1.3. of the UTM Academic Handbook for more details on assessment requirements and scheduling tests outside of the regular class time.

Exam Weight and Format

[A final examination, common to all sections of the course, and counting for between one-third \(33%\) and two-thirds \(66%\) of the final mark](#), must be held in each undergraduate course, unless an exemption has been granted. Department Chairs may grant exemptions to instructors from holding final examinations in 200-, 300- and 400-level courses. For first-year courses, there must be a final exam worth at least 33% and at most 66%. Exemptions may be granted by the Office of the Dean on occasion.

Typically, the format of the exam must match the mode of the course. However, in online course deliveries, 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.

For final exams, in-person courses may submit a request to the Office of the Dean to hold an in-person computer-based exam, which will be conducted in a computer lab on campus. Requests for these types of exams must be indicated through CIS. A new request for a computer-based exam must include an academic rationale and is subject to the availability of appropriate computing resources.

The guidance for online exams is to treat them the same as an in-person exam, although the instructor will be responsible for operation of both the regular and deferred exams. Be mindful of the [minimum 2-hour/maximum 3-hour time limit on all exams](#) (including “take-homes”). Please note that [exams for in-person courses must be held in person](#).

Term Work

Instructors may not require that students bring personal devices to campus in order to complete an in-person, computer-based graded assessment during class, a term test, or an exam.

You may wish to clearly articulate how generative AI, such as Microsoft Copilot or ChatGPT, fits into the assessments planned in your course. If you are contemplating integrating such tools into your assessments, their use should follow the [U of T Tools Beyond Quercus Guidelines](#), including providing an alternative should students choose not to use the external tool.

Please keep in mind that grades assigned for term work are for demonstration of proficiency and skills in reference to the course learning outcomes. Also, note that transparency is crucial when assigning marks for participation/engagement. Clearly outline what the marks are for and how they are earned.

Alternate Arrangements and Special Considerations

All classes with exams must include the Registrar’s policy on missed exams in the syllabus. The policy is available in the CIS website under Policies steps of the Syllabus Builder. The Registrar’s Office will be scheduling all exams (as well as any deferred exams). Online exams must be self-administered by instructors.

The syllabus for all classes with tests must include an explanation of: 1) how missed tests will be made up; 2) the documentation required to allow a make-up (for absences beyond illness); and 3) how, when, and to whom notice of absence and any documentation must be submitted. Please note that

[documentation from faith leaders to support requests for absences relating to religious observances should not be requested](#). Please also note that [make-up tests should not be scheduled during reading week](#).

In the case of an absence where students will miss a term test or assignment deadline, they may [declare their absence through ACORN without submitting supporting documentation](#). Students can use this absence declaration tool only once per term. Note, an instructor can exempt one term test or quiz from this process. This exemption needs to be outlined clearly on the syllabus.

The syllabus for all classes with assignments must note: 1) the final deadline for acceptance of the assignment submission, 2) the method by which assignments will be submitted, and 3) the penalty for lateness.

Special Consideration Request (SCR) Online Form

Some departments are using the [Special Consideration Request \(SCR\) online form](#) for managing accommodations for missed tests, assessments and assignment extension requests. If your unit is asking students to use this form to document accommodations, please ensure that this is clearly indicated in your syllabus as per your unit guidelines. Please also note that it must not be mandatory for students to use this form to provide details or documentation on their accessibility accommodations or to declare religious-based accommodations through SCR. Instead, students provide accessibility-related information through the Accessibility Information Management System (AIMS) only, and can alert members of the teaching staff directly to upcoming religious observances and anticipated absences in a timely fashion.

Plagiarism and Unauthorized Aid Detection and Proctoring

The University is partnering with [Turnitin](#) for its plagiarism and unauthorized aid detection platform. If you are using this detection platform in your course, the syllabus must include [this unaltered statement](#), which is available for selection in Step 7 of the Syllabus Builder module in CIS. You also must include an opt-out option. The opt-out statement must include the following: 1) how the student notifies the instructor regarding decision to opt out; 2) the deadline for the student to notify the instructor of their decision to opt out; and 3) a submission alternative that is available for students who opt out.

The University does not accept the use of generative AI detection platforms to determine whether a student made unauthorized use of generative AI tools such as ChatGPT. Instructors are advised not to employ them since the results these detection platforms produce are not considered reliable.

Remote proctoring of tests or exams must be approved by the Dean's Office prior to syllabus approval and an approved tool must be used in the approved way. For example, Zoom may be used to support communication with students during a test, but it is not an approved tool for remote proctoring or surveillance.

Academic Integrity



All faculty are required to include a section regarding academic integrity within their course syllabus.

The UTM Academic Integrity Unit (AIU) has provided language that is required to be included in your syllabus (step 7 of the Syllabus Builder module in CIS. Please refer to the [Resources for Staff and Faculty](#) that the AIU has prepared for more information. In addition to this statement, you should clearly articulate whether generative AI tools are allowed aids when completing assessments in the course and you can do

so by adding a personalized statement in Step 7 of the Syllabus Builder module in CIS). If you choose to have students engage with Generative AI platforms for any part of the course work either in or out of class, you must be explicit as to when use is permitted and when it will be considered an unauthorized aid. Since Generative AI use will be different for every course, it is essential to communicate its role in your course to students as explicitly as possible, rather than merely through mentioning it in your syllabus.

Sample Academic Integrity Statement

Students are expected to adhere to [the Code of Behaviour on Academic Matters](#) regardless of the course delivery method. Students shall maintain the same academic honesty and integrity both in a classroom setting and online. Potential academic offences related to digital contexts include, but are not limited to:

- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
- Using technological aids (e.g., software, electronic devices or tools such as generative artificial intelligence tools) not sanctioned by the instructor.
- Posting test, essay, or exam questions to message boards or social media.
- Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
- Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in [the Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other [institutional resources](#).

You and your students will find further useful resources and information related to academic integrity on [this website](#).

Statements on Use of Generative AI on Assignments

The Office of the Vice Provost, Undergraduate Education has created recommended statements; they are located on their [ChatGPT and Generative AI in the Classroom](#) page. Please also refer to [Generative AI updates in Items of Note 2025/26](#) for more resources and approaches regarding teaching with Gen AI.

Accessibility, Accommodations, and Inclusion



You may include suggested statements in your syllabus and Quercus shell about U of T’s commitment to equity, human rights, and respect for diversity.

You can refer to relevant [university policies](#) on issues such as academic integrity, student code of conduct, religious accommodation, and accessibility accommodations for people with disabilities for more information and include the statement on equity (see below) as well as a [sample course accessibility statement](#) available through [Accessibility Services](#). 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, for example. Relevant mandatory U of T policies that should be included in your syllabus will be highlighted in Step 7 of the Syllabus Builder module in CIS. These include the following 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.

More information about the University of Toronto's policy on religious accommodations and multi-faith e-calendar, with holy days and significant observances to help with planning, is available at:

<https://www.utm.utoronto.ca/edio/additional-resources/multifaith-e-calendar>.

The RGASC's Educational Developers can support accessible and inclusive course design. Please visit [UTM's Instructional Support Portal](#) and submit an Instructional Support ticket or email eddev.utm@utoronto.ca to schedule a consultation.

Your syllabus will be one of the first contact points that students have with your class. Including guidance on what constructive dialogues look like in your course in your syllabus is an opportunity to set clear expectations on how students should conduct themselves in your courses and on our campus. You can refer to the [Student Code of Conduct](#) for more information, or check our available [RGASC workshops on constructive dialogues and related topics](#). Furthermore, providing a syllabus in an accessible format — one that can be read easily and used by an assistive technology such as a screen reader— will demonstrate that your course is inclusive. Note that PDFs are often not accessible to students using a screen reader; when possible, choose Word documents or tagged PDFs, which may be read by assistive technology. [Please review this resource](#) that outlines how to create an accessible PDF in Word.

Student Tech Requirements and Connection Tools



If you are including online materials in your class, you should remind students about tech requirements and provide resources.

Please remind students about the University of Toronto [recommended tech requirements for online learning](#) and the [UTM Library Learn Anywhere](#) resource. If you are using Zoom for office hours or other aspects of your class, ask students to register for a UTM Zoom account using their UTORid and password through [U of T's Zoom web portal](#). When you set up your Zoom sessions, you can limit access to registered users by enabling "Only authenticated users can join meetings", add a meeting password you can share with students or enable the "waiting room".

If you are teaching online, please be mindful that a reasonable expectation would be to ask students to turn on their cameras for the purposes of identification during a class. Asking a student to have their camera on for the duration of the class should be optional, however.

Privacy and Use of Course Materials Notifications



Recordings of meetings with students can be considered a collection of users' personal information, which has privacy implications regulated by [FIPPA](#).

It is reasonable to use video and/or audio to interact with students in a manner that approximates in-person communication for academic purposes. For example, a reasonable expectation would be that camera use in class is optional, but also to inform students that they may be asked to turn on their cameras for identification purposes during class. However, the capture/recording of the video or audio could constitute unauthorized collection of the personal information of students who appear in the video/audio. If an instructor reasonably determines that it is necessary for pedagogical reasons to video/audio record during an online course meeting, students must be informed of this possibility in writing before the course begins.

To fulfill this notification requirement, one of the two following FIPPA statements is strongly recommended for inclusion in all syllabi and is required for courses planning to use any form of video or audio recording of the course meetings, even if the video/audio is only live-streamed and not stored (see statements below). This wording may not be altered, although you may provide additional information of the type suggested below. This language has two objectives: (a) to notify students that their participation will be recorded and (b) to provide options for faculty to inform students of the appropriate use of course materials. The FIPPA statements below are available as a policy selection in Step 7 of the Syllabus Builder in the CIS.

Additional information provided to students might include:

- which online tools, apps, etc. you are employing,
- what information about the students will be transmitted or used, and
- the key pedagogical purposes for the information being captured.

If audio and/or video are to be captured, they need to be kept on official, secure University systems and accessed securely. They may not be posted to publicly accessible sites.

FIPPA Statement, Option 1: Notice of video recording and sharing (download and re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

FIPPA Statement, Option 2: Notice of video recording and sharing (download permissible; re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

Student Support Resources



You may also include information about additional resources available to students.

You can also include optional syllabus statements about academic and personal support services that students can turn to for help. The suggested wording below is available as a policy selection in Step 7 of the Syllabus Builder in the CIS.

Optional Syllabus Statements About RGASC and UTM Library Resources

The Robert Gillespie Academic Skills (RGASC) supports undergraduate and graduate students in their academic skill development (e.g., writing, note taking, time management, study planning, mathematics and numeracy, research). We offer a range of supports, including individual appointments, workshops, and programs (many CCR-accredited). Our programs are designed to help students identify and develop the academic skills they need for success in their studies. The RGASC is located in MN3251 (3rd floor, Maanjiwe nendamowinan building). Explore the RGASC's online resources, book an appointment, and register for one of our programs at <https://www.utm.utoronto.ca/rqasc/>.

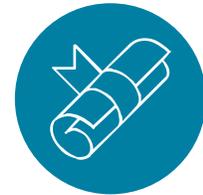
The UTM Library (UTML) is located in the Hazel McCallion Academic Learning Centre (HM). [Open](#) seven days a week, UTML welcomes you to the Information Commons where our public services staff and [liaison librarians](#) offer individual walk-in research assistance, in-person or virtual appointments, workshops, and programs such as the CCR-accredited Library 101 session series focused on helping you develop the information literacy skills you need to excel in your coursework. Visit the UTML [website](#) to find online books, journals, databases, [research guides](#), [special collections](#), and more information on [technology-enriched library spaces](#) such as the [Digital Exploration Lab](#) and the [Outer Circle Recording Studio](#).

Other Student Resources

Additionally, [Student Affairs & Services website](#) lists different services and resources available to students. Here are some of the services students have access to that you may want to highlight:

	Services	General inquiries
UTM Accessibility Services	Accessibility services for accommodations in courses	Student Services Hub, DV2240 access.utm@utoronto.ca
Health and Counselling Centre	Health clinic	DV1152 health.utm@utoronto.ca
Office of the Registrar	Timetable Builder, Academic Calendar, Forms and Petitions	KN1235 https://www.utm.utoronto.ca/registrar/webinars
UTM Office of Indigenous Initiatives	OII guides UTM's efforts in amplifying Indigenous voices and placekeeping	MN, 6 th floor indigenous.utm@utoronto.ca
International Education Centre	Support and enhance the experience of our global students; resources for academic help and academic integrity	Hello Desk, Student Services Hub International.utm@utoronto.ca
Career Centre	Support student in their career development and job searches	Hello Desk, Student Services Hub careers.utm@utoronto.ca
Centre for Student Engagement	Support student learning on campus and in the local community	Hello Desk, Student Services Hub engage.utm@utoronto.ca
UTM Equity, Diversity & Inclusion Office	Engaging in and advocating for equitable and meaningful inclusion at the university	edio.utm@utoronto.ca

Content & Copyright



It is your responsibility as the instructor to ensure that assigned materials respect copyright policies.

The assigned materials should respect the U of T's license agreements, Canadian copyright laws, and the [University's Fair Dealing Guidelines](#) (e.g., no posting of multiple chapters from the same book).

Make sure to consult the UTM Library in case of any questions or for assistance; the [Syllabus Service](#) can check your syllabus for copyright compliance and use the Library Reading List application to organize library resources for your course in Quercus. It is recommended to submit your reading lists at least one month prior to the start of classes.

Below is an example of a statement indicating that course postings are the intellectual property of the instructor of the course.

Please be advised that the intellectual property rights in the material referred to on this syllabus [and posted on the course site] may belong to the course instructor or other persons. You are not authorized to reproduce or distribute such material, in any form or medium, without the prior consent of the intellectual property owner. Violation of intellectual property rights may be a violation of the law and University of Toronto policies and may entail significant repercussions for the person found to have engaged in such act. If you have any questions regarding your right to use the material in a manner other than as set forth in the syllabus, please speak to your instructor.

Digital Learning Resources



Given the likelihood that students will miss course meetings due to illness or other circumstances beyond their control, you may wish to consider what digital resources are available to students who have missed class.

For example, you may wish to post resources from past terms, slides, or a recording of your class meeting. The [I&ITS Help Desk ticket link](#) may be used to consult about classroom recording using the in-classroom cameras. If you are teaching online or hybrid courses, you can also refer to the resources for [Online Teaching & Learning resources](#) available at the [Teaching and Resource Hub of the Robert Gillespie Academic Skills Centre](#) or consult [Planning Online Learning](#) and [Course Design for Online](#) pages at [Centre for Teaching Support & Innovation \(CTSI\)](#).

Please be cautious about using free software. Remember that students should not be entering their UTORids on external software. Instructors should be prepared to have a back-up strategy in case the free software disappears or is converted to a fee-for-service model mid-term. Instructors are strongly advised to use the many software resources vetted and endorsed by the University of Toronto. The [I&ITS Help Desk ticket link](#) can be used for software advice.

Third party digital learning resources, including classroom response systems, cannot be made mandatory and an opt-out option must be made available to students. The only exception to this is iClicker Cloud,

which is the only U of T approved classroom response system. Instructors are increasingly using TeamUp!, which was developed at U of T.

If students are required to purchase textbooks bundled with software, codes to access on-line resources, or other digital components for assessment purposes, students must have the option to purchase the digital components separately or be provided with another option for the assessment. Students cannot be required to purchase e-texts to obtain the assessment component of the materials.

If the total cost of the digital learning resource(s) by which assessments are derived exceeds \$65 per half- credit (0.5 full course equivalent), then an opt-out must be provided to the student. The opt-out statement must include the following: 1) how the student should notify the instructor regarding their wish to opt out; and 2) the deadline for the student to notify the instructor.

Additional Resources



Links to additional resources are listed below.

[UTM Academic Policies Handbook](#)
[Teaching and Resource Learning Hub at RGASC](#)
[Teaching Hub Quercus Page](#)
[Teaching and Learning Collaboration](#)
[UTM Library Instructor Support](#)
[UTM Library & Instructional Technologies Website](#)
[UTM Library Teach Anywhere Website](#)
[UTM Library Teach Anywhere Quercus Course](#)
[UTM Library Course Reserves and Syllabus Service](#)
[Ed-Tech at U of T](#)
[ChatGPT and Generative AI in the Classroom](#)
[Generative AI in the Classroom \(CTSI Resource\)](#)
[Teaching with Generative AI at U of T](#)
[RGASC Online Teaching & Learning](#)
[RGASC Teaching and Learning and Academic Integrity](#)
[Academic Integrity Checklist](#)
[Academic Integrity Toolkit](#)
[Help with Integration of Indigeneity into Courses](#)
[EDIO office](#)
[Managing Distressing or Complex Student Situations](#)

For more information, please contact:

Associate Dean, Teaching and Learning

assocdeanteachlearn.utm@utoronto.ca

Office of the Vice-Principal, Academic and Dean, University of Toronto Mississauga



UNIVERSITY OF
TORONTO
MISSISSAUGA