Advice for Preparing Course Syllabi at UTM (Fall 2022)

This list is not exhaustive, but it does include specific advice for course syllabi, in consideration of both policy and good pedagogical practice. All instructors are encouraged to join the UTM Quercus Teach Anywhere course. Please email simone.laughton@utoronto.ca or ann.gagne@utoronto.ca if you need access. Please note that syllabi may not be distributed by any methods (including Quercus) prior to approval by your Chair through the Course Information Submission System (CISS). **No later than the first day of classes, a syllabus for your course should be accessible to students via the Timetable.**

Contact Hours, Schedule, Dates

- **Office hours:** Office hour times, format information, 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 use only their @utoronto.ca email addresses.
- **Email policy:** Consider including a policy for communication via email (e.g., include the course code in the subject line, expect a response within 48 weekday hours, students must use only @mail.utoronto.ca addresses).
- **Assessment dates:**
  - Make sure due dates for tests and assignments in the "Course Schedule" section match the dates listed in the "Evaluation" section and dates listed online. Please check for conflicts with vacations / university closures / religious observances to avoid scheduling tests and assignments at those times. Also check the Important Dates page from the Office of the Registrar.
  - 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, though make-up tests may be scheduled if mutually agreed upon by the instructor and students.
- **Contact hours:**
  - Scheduled LECTURES and TUTORIALS / PRACTICALS must meet for the designated number of hours as denoted in the 2022-23 Academic Calendar. These could be in-person, online, or both, depending on the 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.)
  - Except for the few UTM courses approved through Curriculum as officially asynchronous or "online by design", contact hours should be in-person between faculty and students within a course.
  - **Please note**: If you become ill during the span of your course and cannot deliver your classes in-person, you may deliver up to 25% of your course contact hours online without needing approval by the Office of the Dean.
- **Start times:** 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 between classes to transition between buildings and/or classrooms.

Learning Outcomes

- Your syllabus should include student learning outcomes. These 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.
- The RGASC's Educational Developers can support the development of student learning outcomes. Please visit

UTM's Instructional Support Portal and submit an Instructional Support ticket under "Inquiry or Consultation" or email Dianne Ashbourne (di.ashbourne@utoronto.ca) to schedule a consultation.

Assessments

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.
- No term test, or combination of term tests in an individual course, held in the last two weeks of classes at the end of term, may have a total weight greater 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. This 25% value does not include final exams that are written during the final exam period.
- 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 Dept. Academic Administrator and with the 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:
  - o Saturdays are the primary option for scheduling such tests that are outside of class time.
  - o The original syllabus must include dates of tests scheduled outside the normal class time in the Timetable.
  - o 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 normally an option for these cases.

Assessment 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%.
- Typically, the format of the exam should match the mode of the course: in-person courses must include an in-person exam, and online courses must include an online exam. Rare exceptions must be approved by the Office of the Dean prior to approval of your syllabus.
- For in-person courses, the mode of delivery of term tests is at the discretion of the instructor.
- 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.
- 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 CISS, with a formal request form submitted to the Dean's Office. An academic rationale for requiring a computer-based exam is required, and the request is subject to availability of appropriate computing resources. Please consult Sara da Silva (src.dasilva@utoronto.ca) in the Office of the Dean prior to submitting your syllabus, should you wish to include a computer lab-based exam in your course.
- 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").

Accommodations and Special Consideration

- All classes with exams must include the Registrar's policy on missed exams in the syllabus. The policy is automatically available on the CISS website when you check "Final Exam". The Registrar's Office will be

scheduling all exams (as well as any deferred exams). Online exams must be self-administered by instructors.

- Please add language around mandated use of the Self-Declared Absence Form for Fall 2022. Students will not be required to provide a doctors' note. An update will be provided regarding Winter 2023.
- 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 (noting that Self-Declared Absences are allowed); and 3) how, when, and to whom that documentation must be submitted.
- 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.
- When a student misses a term test or assignment and requests special consideration, the instructor *may,* based on the language in the syllabus, choose to grant a makeup or redistribute the weighting to other graded work. We strongly recommend that the instructor provide the student with a choice of considerations and that, if marks are redistributed, they be distributed to similar assessments rather than entirely to the final exam. In first-year courses, the weight of the final exam **may not** exceed 66%.

Plagiarism Detection and Proctoring
- The University is now partnering with *Ouriginal* for its plagiarism detection platform. If you are using plagiarism detection in your course, the syllabus must include this syllabus statement. 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.
- Remote proctoring of tests or exams must be approved by the Dean's Office prior to syllabus approval, and must use an approved tool 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 surveilling students**.

Accessibility and Inclusion
- The final page of this guide provides a suggested statement for your syllabus and Quercus course shell about U of T's commitment to equity, human rights, and respect for diversity.
- Your syllabus will be one of the first contact points that students have with your class. Providing the document 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.
- Using inclusive course design and delivery for your assessments and your course content will support all students and not only those registered with Accessibility. Take into account timing and technology requirements, and build in choice for assessments where possible.
- Include relevant university policy statements on issues such as academic integrity, student code of conduct, religious accommodation, and accessibility for people with disabilities. See this link for a sample course accessibility statement.
- 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 under "Inquiry or Consultation" or email Dianne Ashbourne (di.ashbourne@utoronto.ca) to schedule a consultation.

Student Tech Requirements and Connection Tools
- If including online materials in your class, remind students about the University of Toronto recommended tech requirements for online learning and the UTM Library Learn Anywhere resource website.

- 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. (Web Portal Login: https://utoronto.zoom.us) When you set up your Zoom sessions, you can limit access to registered users by enabling "Only authenticated users can join meetings." Also, enable the "waiting room."

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; 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. 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 appropriate use of course materials.
  - *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 recording and use of videos in which you appear please contact your instructor.
  - *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 source 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 recording and use of videos in which you appear please contact your instructor.
- 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.

Academic Integrity

- The UTM Academic Integrity Unit has provided language that you can include on your syllabus. Please see the final page of this guide for this statement.

Student Support Resources

- Consider including information about academic and personal support services that students can turn to for help (e.g., UTM Accessibility Services, UTM Equity & Diversity Office, Health & Counselling Centre, Indigenous Centre, UTM Library, Office of the Registrar, and the Robert Gillespie Academic Skills Centre). See the final page of this guide for informational statements from the RGASC and the UTM Library.

Content & Copyright

- It is your responsibility as the instructor to ensure that assigned materials 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.
- Here is an example of a statement indicating that course postings are the intellectual property of the instructor of the course:
  - o "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&ITSHelp Desk ticket](#) link may be used to consult about classroom recording using the in-classroom cameras.
- Please be cautious about using free software, and 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 if it 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 iClickers, which are the only U of T approved classroom response system. (iClickers are not appropriate for an online context, and iClicker Cloud is not currently supported at UTM. 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-textbooks 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 Resource Links

[UTM Quercus Teach Anywhere Course](#) (Request access: simone.laughton@utoronto.ca or ann.gagne@utoronto.ca)
[UTM Teach Anywhere Website](#)
[UTM Teaching and Learning Collaboration Webinars & Help Sessions](#)
[UTM Library Instructor Support](#)
[UTM Library & Instructional Technologies Website](#)
[UTM Library Course Reserves & Requests](#)
[UTM Academic Handbook](#)
[Ed-Tech at U of T](#)
Zoom Knowledge Base Articles

Optional Statements to Put on Syllabi

U of T statement on commitment to equity, human rights, and respect for diversity:

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

UTM statement on academic integrity

UTM wishes to remind students that they are expected to adhere to [the Code of Behaviour on Academic Matters](#) regardless of the course delivery method. UTM expects that students will 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) beyond what is listed as permitted in an assessment.
- 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](#).

RGASC syllabus statement:

The Robert Gillespie Academic Skills Centre (RGASC) is located in Room 3251 on the third floor of the Maanjiwe nendamowinan Building. The RGASC offers individual consultations, workshops (many CCR-accredited), and a wide range of programs to help students identify and develop the academic skills they need for success in their studies. In Fall 2022, their programming will include both in-person and online options. Visit the [RGASC website](#) to explore their online resources, book an in-person or online appointment, or learn about other programming such as Writing Retreats, the Program for Accessing Research Training (PART), Mathematics and Numeracy Support, and dedicated resources for English Language Learners.

UTM Library's syllabus statement:

The University of Toronto Libraries connect students with the world-class collections needed to successfully conduct research and complete assignments. At the [UTM Library](#), located within the Hazel McCallion Academic Learning Centre, students will find dedicated support for their courses:

- [Reference and Research Help](#) via in-person drop-in and the [Ask a Librarian](#) virtual chat service
- [Research guides](#) developed by subject expert [liaison librarians](#), plus individual consultations on request
- [Workshops](#) on navigating databases, finding relevant articles, using software, citing correctly, and more