NROD60: Current Topics in Neuroscience
University of Toronto Scarborough, Winter Term, 2020

Instructor Information
Dr. Marie Gadziola ("gad-zee-oh-la")
PO103, Room 122
Office Hours: Wed/Fri 1:30-2:30*
**by appt only (Quercus calendar)*

Course Information
L01: Wed 11:00-13:00 (AC-334)
L02: Fri 11:00-13:00 (AC-332)
Email: gadziola.utsc@gmail.com

I. Your Instructor

Dr. Gadziola is a Lecturer in the Department of Psychology. She received her PhD in Neuroscience from Kent State University, then conducted postdoctoral research at Case Western Reserve University. Her research and teaching interests are in sensory systems, and the neural mechanisms that underlie the detection and evaluation of salient stimuli influencing motivated behaviours.

II. Course description, pre-requisites and learning outcomes

Course description: This seminar class is designed to help you develop and improve two key academic skills: the ability to effectively consume and evaluate primary research articles, and the ability to communicate scientific ideas in written and oral presentation formats. To achieve these goals, we will take a focused "deep dive" into the current research literature on the neural circuitry controlling sleep and wakefulness. We will first cover foundational content on circadian rhythms, sleep physiology, and the impact sleep has on our health. Student groups will then present and lead class discussions on selected primary research articles that highlight important topics in the field. The assigned course readings will provide a strong foundation for the final term project, which asks students to summarize the literature on a topic related to sleep and develop a novel research grant proposal.

Pre-requisites: NROC61 and NROC64.

Learning outcomes: *By the end of this course, a successful learner will be able to:*

1. Identify broad themes and concepts related to circadian rhythms and sleep physiology, while also recognizing ongoing challenges and knowledge gaps in the field of sleep research.
2. Characterize the main features of different methodologies used to study sleep (in both humans and animal models) and for precisely interrogating neural circuits.
3. Develop and implement effective strategies for communicating scientific information, and adapt their approach based on the target audience and format.
4. Develop and implement effective strategies for written work, with an emphasis on writing clarity, argumentation, and choosing quality sources to support ideas.
5. Synthesize ideas from class discussions and primary literature to generate thoughtful critiques and novel hypothesis-driven research directions.
6. Engage in peer-to-peer learning in class discussions and group work, and be able to provide and receive constructive feedback on peer presentations.
7. Engage in self-assessment and reflection on their learning process and performance in the course to promote lifelong positive learning habits.

III. Tentative Course Schedule – For LEC01 (Wednesday class)

This outline may be subject to minor revisions with advance notice from the instructor.

WEEK	DATE	TOPIC	IMPORTANT TASKS / DEADLINES
1	**Jan 8**	Course introduction and expectations Fundamentals of circadian rhythms	Get to know your classmates Pre-course survey due **Jan 14**
2	**Jan 15**	Fundamentals of Sleep/Wake	Form tentative groups
3	**Jan 22**	Fundamentals of Sleep/Wake	Finalize groups and article assignments by **Jan 20**
4	**Jan 29**	Mini Presentations: Sleep Disorders	Mini topic summary and reflection due **Jan 28**
5	**Feb 5**	Mini Presentations: Sleep & Neuropsychiatric Illness	Group Annotated Bibliography due **Feb 9**
6	**Feb 12**	**Skill-building:** Communicating scientific knowledge	
	Feb 19	*Reading Week – no class!*	
7	**Feb 26**	Article Presentations: Groups 1 & 2	Reader Qs due **Mon*** Peer Evals due **Thurs***
8	**Mar 4**	Article Presentations: Groups 3 & 4	Reader Qs due **Mon*** Peer Evals due **Thurs*** Proposal Outline due **Mar 1**
9	**Mar 11**	Article Presentations: Groups 5 & 6	Reader Qs due **Mon*** Peer Evals due **Thurs***
10	**Mar 18**	Article Presentations: Group 7	Reader Qs due **Mon*** Peer Evals due **Thurs*** *Drop date: Mar 22*
11	**Mar 25**	*Optional Research Proposal Peer Feedback Day*	
12	**Apr 1**	*TBD*	Final Proposal due **Apr 3** Post-course survey due **Apr 3**

**Each student will be randomly assigned to complete Reader Questions and a Peer Evaluation for another group's article on two of the article presentation weeks (only on non-presenting weeks). Reader Questions must be submitted the Monday before the presentation, and peer evaluations the following day.*

IV. Tentative Course Schedule – For LEC02 (Friday Class)

This outline may be subject to minor revisions with advance notice from the instructor.

WEEK	DATE	TOPIC	IMPORTANT TASKS / DEADLINES
1	**Jan 10**	Course introduction and expectations Fundamentals of circadian rhythms	Get to know your classmates Pre-course survey due **Jan 16**
2	**Jan 17**	Fundamentals of Sleep/Wake	Form tentative groups
3	**Jan 24**	Fundamentals of Sleep/Wake	Finalize groups and article assignments by **Jan 20**
4	**Jan 31**	Mini Presentations: Sleep Disorders	Mini topic summary and reflection due **Jan 30**
5	**Feb 7**	Mini Presentations: Sleep & Neuropsychiatric Illness	Group Annotated Bibliography due **Feb 11**
6	**Feb 14**	**Skill-building:** Communicating scientific knowledge	
	Feb 21	*Reading Week – no class!*	
7	**Feb 28**	Article Presentations: Groups 1 & 2	Reader Qs due **Wed*** Peer Evals due **Sat***
8	**Mar 6**	Article Presentations: Groups 3 & 4	Reader Qs due **Wed*** Peer Evals due **Sat*** Proposal Outline due **Mar 3**
9	**Mar 13**	Article Presentations: Groups 5 & 6	Reader Qs due **Wed*** Peer Evals due **Sat***
10	**Mar 20**	Article Presentations: Group 7	Reader Qs due **Wed*** Peer Evals due **Sat*** *Drop date: Mar 22*
11	**Mar 27**	*Optional Research Proposal Peer Feedback Day*	
12	**Apr 3**	*TBD*	Final Proposal due **Apr 3** Post-course survey due **Apr 3**

**Each student will be randomly assigned to complete Reader Questions and a Peer Evaluation for another group's article on two of the article presentation weeks (only on non-presenting weeks). Reader Questions must be submitted the Wednesday before the presentation, and peer evaluations the following day.*

V. Course Readings

This course will not use a textbook, relying instead on a selection of assigned readings**.** In most cases, you will be responsible for searching and obtaining the full-text articles using UTSC library resources. Please refer to the assigned reading list on the next page for relevant article citations, and Quercus for support on how to search for articles. You are expected to read these papers **prior** to class.

WEEK	Assigned Readings
1	Review NROC61 lecture slides: *Sleep and Wakefulness* [Optional]: Borbély, A. A. (1982). A two-process model of sleep regulation. *Human Neurobiology*, *1*, 195–204.
2	Scammell, T. E., Arrigoni, E., & Lipton, J. O. (2017). Neural Circuitry of Wakefulness and Sleep. *Neuron*, *93*(4), 747–765.
3	*TBD*
4	K. Pavlova, M., & Latreille, V. (2019). Sleep disorders. *The American Journal of Medicine*, *132*(3), 292–299.
5	Winkelman, J. W., & de Lecea, L. (2020). Sleep and neuropsychiatric illness. *Neuropsychopharmacology*, *45*(1), 1–2.
6	*TBD*
	Reading Week
7	1. Yamakawa, G. R., Basu, P., Cortese, F., MacDonnell, J., Whalley, D., Smith, V. M., & Antle, M. C. (2016). The cholinergic forebrain arousal system acts directly on the circadian pacemaker. *Proceedings of the National Academy of Sciences*, *113*(47), 13498 LP – 13503. 2. Carter, M. E., Yizhar, O., Chikahisa, S., Nguyen, H., Adamantidis, A., Nishino, S., … de Lecea, L. (2010). Tuning arousal with optogenetic modulation of locus coeruleus neurons. *Nature Neuroscience*, *13*(12), 1526–1533.
8	3. Oikonomou, G., Altermatt, M., Zhang, R., Coughlin, G. M., Montz, C., Gradinaru, V., & Prober, D. A. (2019). The serotonergic raphe promote sleep in zebrafish and mice. *Neuron*, *103*(4), 686-701.e8. 4. Eban-Rothschild, A., Rothschild, G., Giardino, W. J., Jones, J. R., & de Lecea, L. (2016). VTA dopaminergic neurons regulate ethologically relevant sleep–wake behaviors. *Nature Neuroscience*, *19*(10), 1356–1366.
9	5. Wassing, R., Lakbila-Kamal, O., Ramautar, J. R., Stoffers, D., Schalkwijk, F., & Van Someren, E. J. W. (2019). Restless REM sleep impedes overnight amygdala adaptation. *Current Biology*, *29*(14), 2351-2358.e4. 6. Bendor, D., & Wilson, M. A. (2012). Biasing the content of hippocampal replay during sleep. *Nature Neuroscience*, *15*(10), 1439–1444.
10	7. Xie, L., Kang, H., Xu, Q., Chen, M. J., Liao, Y., Thiyagarajan, M., … Nedergaard, M. (2013). Sleep drives metabolite clearance from the adult brain. *Science*, *342*(6156), 373 LP – 377.
11	*No readings*
12	*No readings*

VI. Quercus and Supporting Online Resources

Quercus will house important course-related announcements, lecture slides (as applicable), online skill-building modules, discussion boards, grades for term work, and more. I expect that you will check it regularly throughout the term. If you are having difficulty navigating the platform, it is your responsibility to promptly seek help from the *Student Quercus Guide*.

I will be posting a number of optional skill-building resources for you to work on in a self-directed manner. These will introduce and reinforce important skills necessary for successful completion of the course assignments. Based on your prior knowledge and experiences, you can decide whether (and to what extent) you need to go through these supporting documents. For example, the skill-building modules and exercises will include:

- Introduction to academic integrity and what constitutes misconduct
- Introduction to using reference management software
- How to conduct effective article searches
- How to select an appropriate primary source for an idea
- How to appropriately paraphrase the words of others and use APA formatted citations
- Building effective arguments in your writing

VII. Student Assessments

All assignments submitted to Quercus will be evaluated by Turnitin to detect possible plagiarism. All assignments are due at 11:59PM, unless otherwise specified. Please be sure you are adhering to the deadlines for your assigned lecture section.

1. Individual "mini" research topic (combined 12% of final grade):

As part of our foundational knowledge, we will cover a wide-range of sleep disorders and explore the ways in which sleep is compromised in a variety of different psychiatric and other medical conditions. You will be randomly assigned to a particular disorder and will be responsible for conducting background research on the topic to share with the class.

a) **Individual "mini" presentation (6% of final grade).** Each student will have **5-mins** to present a focused overview of their assigned topic, followed by a 2-min question period. You should prepare a couple of PowerPoint slides to help describe the disorder, explain its relevance to sleep, and discuss the potential underlying mechanisms and treatment options. Students are expected to relate their topic back to relevant course content (where appropriate) and rely on scholarly (peer-reviewed) sources for their information. PowerPoint files must be submitted via Quercus, and are due **prior to the start of class** on your assigned presentation date (**Weeks 4-5**).

b) **Individual "mini" topic summary and application (6% of final grade).** Students will submit a brief written summary of their assigned topic, including accurate and appropriate references to their sources. You will be asked to identify a specific community group or industry partner that is impacted by their topic in some way. You will be asked to think about the particular interests or needs of this group, and reflect on ways in which theoretical knowledge could be better translated and mobilized for real-world applications.

2. Group Article Assignment (combined 26% of final grade):

The cellular diversity, functional heterogeneity, and interconnectedness of many brain regions implicated in regulating sleep and wakefulness, has led to many research challenges and controversies over the years. To develop a deeper understanding of this rapidly evolving area of neuroscience, it is critical that you are able to engage with the primary research literature. This assignment tasks you with demonstrating your ability to comprehend, communicate, and critically analyze primary studies, synthesizing what you have learned to help situate your topic within the broader literature.

The class will be split into 7 groups (~3 students per group). Barring exceptional circumstances, all group members will share the same grade on group work. Group work is a valuable experience in learning to effectively cooperate and share ideas with others. As a group, you should agree on a set of group expectations and member responsibilities early on in the semester, along with a mutual understanding of how you will communicate with one another and deal with potential conflict. All group members are expected to contribute comparably to the effort, and everyone deserves to have their voice heard, respected, and included in the process. In the event of a group conflict, after attempting to resolve the conflict internally, group members should contact Dr. Gadziola to raise their concerns as soon as possible and *before the group presentation date*.

a) **Group Annotated Bibliography (6% of final grade).** For your group presentation, you will be expected to have a thorough understanding of your assigned research article, including the methodological approach and how the findings fit into the broader context of the research field. Your group is expected to conduct additional research beyond your the assigned article to improve your understanding, and incorporate this knowledge into your class presentation. All groups will submit an annotated bibliography 2 weeks before the first presentation to demonstrate their ability to select high-quality and relevant sources related to their article, as well as their ability to concisely describe and thoughtfully reflect on the connection. Additional guidelines will be provided on Quercus. Only one member from the group must submit the assignment via Quercus; submission files and feedback will be viewable by all group members.

b) **Group Presentation (20% of final grade).** Each group will have a total of 50-minutes to present and discuss their assigned article, including additional details from related sources as necessary to enhance your presentation. Your PowerPoint presentation should last no longer than 40 minutes, allowing at least 10-mins for class discussion on your article topic. Groups will be assessed on their ability to convey the most important and essential features of the article, as well as their ability to place the article into a broader context, by describing relevant prior research, conveying the "big picture" message, and linking content back to our foundational knowledge. Groups should demonstrate critical analysis of the work and provide perspectives on future research directions. For the remaining 10 minutes, groups will be assessed on their ability to lead a thoughtful class discussion related to the article topic presented, in which peers are able to engage the material presented at a high level. PowerPoint files must be submitted via Quercus, and are due **prior to the start of class** on your group's presentation date (**Weeks 7-10**).

3. Class participation assignments (combined 18% of final grade):

a) **Pre-post Course Surveys (1% of final grade).** You will be asked to complete two self-surveys via Quercus – one at the beginning of the semester and one at the end. The purpose of these self-assessment tasks is to establish a baseline for your skills at the start of the class, and to help encourage you to actively reflect on your skill development and learning process

across the course. There are no "correct answers", but you must provide full responses for full marks. You must complete both surveys to earn this credit.

b) **Active participation during class discussions (9% overall grade).** You are expected to attend all classes, as student participation is a central component of this class. Starting the week of Jan 13th, you will be evaluated on your active participation during class, for a total of 9 weeks. You will receive your grade at the end of each week. Guidelines and expectations will be discussed in class.

c) **Reader questions (3% each, combined 6% of final grade).** During weeks 7-10, you will be randomly assigned to 2 other group articles and responsible for doing a detailed reading of the article. Two days before the presentation, you will submit 3 thoughtful questions that show evidence of your ability to think critically about the material and have the potential to stimulate thoughtful class discussion. Your role is to support the presenters by being a backup expert on the topic, and you may be called upon to contribute your ideas during the class discussion on the article. Late submissions will not be accepted after the start of class on the presentation day.

d) **Peer Feedback of presentations (1% each, combined 2% of final grade).** For your assigned Reader articles, you will be responsible for submitting a peer feedback form via Quercus, that is due the following day after the article is presented. Your peer evaluations will be graded on completeness and quality of the feedback you provide.

4. Final Term Project – Research Grant Proposal (combined 44% of final grade):

After taking a comprehensive look at the neural basis of sleep, the final term assignment will ask you to synthesize what you have learned across the course, and to develop a detailed and innovative research proposal on a topic of your choosing that is related to the neuroscience of sleep. The aim of this assignment is to provide a high-quality and innovative research proposal that could have the potential to be fundable by a granting agency. What this means is that your assignment should contain:

(1) a clear, relevant, and accurate background summary of your chosen topic area;
(2) an accurate and clearly identified "gap in knowledge" that is well-reasoned and demonstrated to be an important issue that requires further study;
(3) a strong and well-supported research question and hypothesis;
(4) a general experimental approach that addresses the proposed research question and is feasible;
(5) a description of predicted results and an interpretation of what they might mean;
(6) a reference list and in-text citations for appropriate and accurate primary sources.

a) Research Proposal Outline (6% of final grade). You will be asked to submit an outline of your research proposal, so that you have an opportunity to receive feedback on your ideas and progress. This assignment will ask you to outline your research question and hypothesis, highlight some essential background literature that supports the proposal and strengthens the rationale, and briefly outline your planned experimental approach.

b) Draft Proposal Peer Feedback Session (*3% of final grade).* The peer feedback session will take place during class time on **Week 11**. To receive full participation credit, you must have a near-complete draft of your research proposal completed, bring two printed copies of your proposal,

actively discuss your proposal with at least one other student in the class, and respond to a few short questions about the feedback you gave and received.

c) **Final Research Proposal (35% of final grade).** The research proposal must be between 5-10 pages, excluding references, and double-spaced with 1" margins. Further details on the assignment will be posted on Quercus early in the term. Your final term project will be due the last day of the term (**April 3rd, 11:59PM**) and *late assignments will NOT be accepted*. The final term project must be submitted in order to be eligible to pass the class. Therefore, if you fail to turn in your term project by the due date, you cannot pass the class (and will receive a maximum grade of 45%).

General Grading Rubric

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
90%+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52

VIII. Course policies

Classroom conduct. Our classroom is a place where everyone should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. To help create this learning environment, I ask that you always use respectful language, minimize potential distractions during class (e.g., off-topic chatting, Facebook), show up to class on time, support your peers, and genuinely try your best every day.

Classroom attendance and late policy. To achieve the learning outcomes of this course, you are expected to participate fully in each class. This means that you need to attend all classes, and you are expected to show up on time. You are only permitted to attend your assigned lection section. Accommodations will not be granted for scheduling conflicts. Unexcused absences will result in 0% grade on any participation-related (e.g., active participation, peer evaluations) or presentations that were scheduled to take place that class, and students late to class will have a late penalty applied.

Email policy. All course-related correspondence should be sent to gadziola.utsc@gmail.com from your utoronto.ca email. In most cases, e-mails will be answered within 48 hours of receipt (excluding weekends and holidays). Please keep your emails professional, concise, and clear: start with an informative subject title that includes the course code and some detail regarding your question (e.g., "NROD60: question about research proposal"). A short email based around a single question, with some level of effort to explain your understanding or where you are stuck, will likely be most effective.

Lecture Slides. For review of the foundational content, instructor-created lecture slides will be posted on Quercus, when applicable. You should know that the lecture slides are not a suitable substitute for attending class. Lecture slides are not exhaustive and we will regularly cover important material that extends beyond them during our discussions. In addition to course content, there will be additional skill-building opportunities that are only effective if you are in class.

Copyright of lecture material. Instructional materials (lecture slides, handouts, articles) are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever.

As protection of copyright, the unauthorized use, copying, or uploading on the internet of lecture handouts is strictly prohibited.

Video and Auditory Recording. For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

Presentation expectations. For all presentations, you must use Microsoft PowerPoint (or Google Slides). You are responsible for ensuring that your presentation will run *prior* to the start of class. This means that you should arrive early on your presentation day, and come prepared with your file saved on a flash drive. If you plan to run your presentation from your personal laptop, you must have all the necessary adaptors to ensure your laptop will connect with the projector without delay.

Contesting a grade. All requests for a re-grade must be submitted in writing within two weeks of the day the grade is received. Only requests that include adequate written justification of an error in the original grading will be considered. Where possible, a legitimate request will result in the entire assignment being re-graded. Your overall grade may be raised, lowered, or it may stay the same.

Office hours. Office hour appointments should be booked in advance via Quercus calendar. Please contact me if you cannot make the designated times (or they are all booked) and alternatives will be made available. Office hours are a valuable resource for you to learn more about the class and/or important things related to (but outside of) the class. Consider visiting office hours if you would like to (1) discuss course content or your presentations, (2) if you have a concern about your performance or progress in the class, or (3) you would like to discuss the field of psychology/neuroscience and how to get more involved.

Syllabus changes. There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to reasonably prepare for a class.

IX. Access*Ability*

Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Access*Ability* Services Office as soon as possible.

Access*Ability* Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

X. Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters

(http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters.*

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

TurnItIn: Normally, students will be required to submit their course essays/assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

This class may be important to you, but not so important as to gamble with your academic career by cheating. If you find yourself wondering if something constitutes academic misconduct, I encourage you

to investigate the subject more thoroughly before acting – not knowing that something is considered academic misconduct does not protect you from trouble! Knowing is half the battle! Consider visiting http://uoft.me/academicdishonesty.

XI. Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

(1.) A completed **Request for Missed Term Work Accommodations form** (http://uoft.me/PSY-MTW), and

(2.) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.

- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) request form and (2.) medical/self-declaration/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations. If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window: If you are unable to submit your documents in-person within the three business day window**, you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term. Instructors cannot accept term work any later than five business days after the last day of class**.** Beyond this date, you would need to file a petition with the Registrar's Office (https://www.utsc.utoronto.ca/registrar/term-work).

NOTE: Final Exams. This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (http://www.utsc.utoronto.ca/registrar/missing-examination).

XII. Course-specific Accommodation Policies for Missed Term Work

You must notify Dr. Gadziola if you are in the process of requesting accommodations for missed term work as soon as possible. Missed term work not granted accommodations will receive a 0% mark. The accommodations available for students with valid excuses for missing term work will depend on the type of missed work and the circumstance. ***Students are strongly encouraged to meet with the instructor early in the semester if class absences or assignment extensions are frequently required as part of their accommodations.***

a) **Missed presentation.** Students with a valid excuse for missing their presentation date will be considered on a case-by-case basis. In the event of an absence, students are expected to still submit their presentation file prior to the deadline (or as soon as possible afterwards), as this will provide more flexibility in potential accommodation. Depending on the circumstance, the individual may be given a make-up opportunity at a later date or will have their presentation grade points re-distributed to their final research proposal. Missed group presentations should follow the same procedure outlined for a missed term test. This means that missed group presentations due to illness will require an **original** copy of the official UTSC Verification of Illness Form, and AccessAbility-related reasons will require an email request from your AccesssAbility consultant*. **Please note: In the event that a group member is absent on the presentation date, the remaining group members will still be expected to deliver a complete presentation.***

b) **Missed participation-related assignments.** Students should follow missed term work procedures for missing any participation-related assignments (e.g., active participation in-class, peer evaluations). Students granted accommodations may have the possibility for a make-up opportunity, depending on the type of assessment, and need to contact Dr. Gadziola as soon as possible. If a make-up opportunity is not possible, students will be excused from the implicated date and the grade re-distributed to other assessments of a similar type.