

# PSYC23: Developmental Psychobiology

## SYLLABUS (Winter 2023)

Course Instructor	David Haley ( <a href="mailto:d.haley@utoronto.ca">d.haley@utoronto.ca</a> )
Class Meetings (online)	Wednesdays, 1:10–3 pm See Quercus course Home Page for Zoom link
Office Hours (online)	Thursdays, 1–2 pm See Quercus course Home Page for Zoom link

For all questions about the course, please e-mail: [PSYC23.winter23@gmail.com](mailto:PSYC23.winter23@gmail.com).

### Course Format

This course is online. Our weekly class meetings will take place *synchronously* (everyone attending at the same time) over Zoom. Our weekly lectures are recorded videos that you will be asked to watch *asynchronously* each week before these online class meetings. Recorded lectures run approximately 60–90 mins/week. The lecture videos will be used exclusively to convey information about course content. The class meetings will be used for discussion and activities so that we can reflect on the nuances and wider significance of the lectures and other course content and will NOT be recorded. Therefore it is important that you make arrangements to attend the online class meeting each week.

### Course Description

This course examines developmental psychobiology across the lifespan, from infants and children to adults. We focus on the interplay of psychosocial and biological processes on attachment, stress, and parenting, with a focus on social adversities. Applied topics are discussed throughout the course (e.g., spanking, cry-it-out sleep training, racism in utero, child poverty, parent incarceration, university stress, pandemic stress, spanking, reparations for slavery, universal basic income, etc) with an emphasis on how science can inform practices and policy decisions that have an impact on human development.

### Learning Objectives

Upon successful completion of this course, you should be able to:

- Understand:
  - the development of dyadic regulation and attachment in infancy
  - the biology of adversity and prosocial behavior across the lifespan
  - the role of stress, epigenetics, and telomeres in mental health across the lifespan and from one generation to the next
- Relate and link the effects of:
  - socialization and parenting on human development
  - social practices and social policies on human development
- Articulate, evaluate, and propose:
  - novel research hypotheses
  - science-based arguments, opinions, and practices

## Teaching Team

### **Who is my instructor?**

I am David Haley, Associate Professor in the Psychology Department at UTSC, and I am your instructor. I'm a developmental psychologist with research interests in stress, parenting, and child development, with a focus on social and cognitive neuroscience in children and in parents. I love this course in part because it addresses aspects of social development that are rooted in the latest science with an eye to how society and individuals shape human development.

### **Who are my TAs?**

The TAs for this course are Remsha Rana and Michelle Huo.

*Michelle Huo* is a fourth-year doctoral candidate in the Developmental Psychology and Education program at OISE. Michelle obtained her Honours Bachelor of Science in Psychology at the University of Toronto, St. George Campus. Her current research focuses on developing dynamic assessment tools to achieve early identification of at-risk reading status in emerging bilingual children.

*Remsha Rana* is a first-year PhD student in the Developmental Psychology and Education program at the University of Toronto. In the past she has researched areas of cognitive psychology, learning disabilities, and children's emotions.

### **Where do I send emails to ask questions?**

For all communications about the course, including Instructor and TAs, please send a message to our class email address: PSYC23.winter23@gmail.com. All emails should include "PSYC23" in the subject line.

### **Email policy**

Students are encouraged to email regarding questions about course content or to arrange virtual meetings. Please attend office hours for more complicated questions. Emails should originate from students' designated UToronto email accounts. We will endeavour to respond to emails within 48 hours, excluding weekends/holidays.

### **When are office hours?**

I will hold office hours by over Zoom on Thursdays from 12 pm to 1 pm (see Quercus Home Page Virtual Office Hours for Zoom link).

## Course Prerequisites

### **Prerequisites**

Enrollment in this course is restricted to students in the Specialists and Major programs in Psychology and Mental Health Studies. Students in the Minor program in Psychology will be admitted if space permits. The course builds on material learned in PSYB20, which is the prerequisite for the course.

### **Can I Take the Course Without the Prerequisite?**

The department is very strict about prerequisites. So if you do not have the prerequisite course (PSYB20), you will be removed from the course several weeks after the semester begins—which is when the psychology office conducts/completes the course checks for prerequisites. Getting yanked out of the course could be a real pain, as it would be difficult for you to find a substitute course to enroll in several weeks into the semester. So please don't stay enrolled in this course if you know you don't have the prerequisite. Thank you!

## Grading

Participation	15%
Project: Group presentation + facilitated discussion + Op-Ed article	30%
Midterm exam	20%
Final exam	35%

### **Participation (15%)**

Your participation consists of two components: Contributing to pre-class discussion boards (7%) and participating in in-class discussions and activities led by your peers (8%).

- *Pre-class discussion boards* (7%) will help set the stage for the in-class discussions and will be due on Quercus Sunday night by 11:59 pm (several days before class). You are asked to make at least 7 weekly contributions to pre-class discussion boards (50-word maximum limit per contribution). Each contribution must include a link to a newspaper or research article to support the comment. Contributions will be evaluated on a 3-point scale (0, 1, or 2).
- *In-class activities* (8%) will be led by you and your peers leading discussions in small groups (see assignment description below). Activities may include surveys/polls and breakout groups. Your participation will help stimulate the discussion. These in-class activities will be evaluated on a credit/no credit basis; to receive full credit, you must participate in at least 8 of 11 synchronous weekly Zoom class meetings.

### **Project: Group presentation + facilitated discussion + Op-Ed article (30%)**

- Group presentation + facilitated discussion (15%): The group presentation and facilitated discussion consists of a short small-group slide presentation (8–10 minutes) to the class followed by a structured, group-facilitated class discussion (12–15 minutes).
  - The slide presentation should include background information and present 2–3 sources of evidence supporting two differing or opposing perspectives on an assigned topic.
  - A facilitated discussion is a structured discussion; structures you may choose to guide the class discussion could include question prompts, Zoom polls, and/or breakout groups with assigned topics/questions.
  - Presentations and discussions will take place during our synchronous (live) weekly Zoom meetings, typically with two group presentations and discussions per class meeting.
  - Students will sign up for groups and discussion topics on Quercus by the second week of the semester (the weekly discussion topics are listed in Lecture/Discussion Topics)
  - Each group will be graded based on a detailed rubric that will be made available on Quercus.
  - Each discussion group will be asked to submit their presentation slides as a PDF on Quercus by 11:59 pm on the day of their presentation.
- Op-Ed article (15%): The Op-Ed article is a writing assignment related to the group presentation and discussion. Each member of the group will be asked to submit a

500-word opinion piece that summarizes and draws upon scientific evidence to argue for one of the two differing or opposing perspectives presented and discussed by their group in class. Information about this assignment is on Quercus under Assignments. Op-Ed articles are due 1 week after the group presentation and discussion.

### **Exams (Midterm 20%, Final 35%)**

There will be one midterm exam and one final exam, both conducted remotely. Exams will be open-book and based on conceptual application of the ideas presented in class rather than on rote memorization.

- Midterm Exam (20%): This exam will be based on the lectures, assigned readings, and weekly discussions and will consist of true/false questions, multiple-choice questions, and short-answer questions. Although the duration of the midterm exam is limited (1.5 hours), you may start the exam anytime during a 3-day window; the exam will be released on a Thursday at 12 noon and will be due Saturday by 11:59 pm. The midterm will cover *weeks 1 to 5*.
- Final Exam (35%): This exam will be based on the lectures, assigned readings, and weekly discussions and will consist of true/false questions, multiple-choice questions, and short-answer questions. The exam will cover *weeks 1 to 12* with an emphasis on *weeks 6-12*. The registrar will schedule the final exam. Check Quercus for more details.

There will be no make-up exams, but if a person is exempt under the missed term work policy then the weight of the missed test will be transferred to a later assessment.

## Course Materials

Quercus: All of your course materials (lecture clips, pre-class activities, and assignments), are available on the course website on Quercus. You can access the course website on Quercus (<https://q.utoronto.ca>) using your UTORID. The course website will be organized by modules. Your weekly lecture videos and slides will be in your weekly Lecture module. Your activities will be in your Activities module. The Zoom links for our weekly synchronous classes will be on this web site as well as for office hours. Please note that I am still working on some of the discussion topics/assigned readings. I will announce when these are updated on our course web site.

Required Readings/Viewings: Please note that one of the goals of this course is to give you a rich and diverse view of developmental psychobiology. This will enable you to become familiar with the work of some of the leading scientists in the field and with some major topics of study. You will dig deeper into the data than you might normally do in your other textbook courses. In addition, we want to explore real-world issues and discuss some of the social implications of the science we are studying. Accordingly, you will be assigned a mixture of science review articles, original research papers, and documentaries.

## Lecture/Readings Due Dates

Week	Dates	Lecture	Readings	Discussion Topic #s	Tests & Assignment Due Dates
1	<b>Jan 11</b>	Introduction		1 & 2	
2	<b>Jan 18</b>	Sleep	Sadeh et al (2009) El-Sheikh et al (2022)	3 & 4	
3	<b>Jan 25</b>	Early Regulatory Difficulties	Bilgin & Wolke (2020) Van den Boom (1995)	5 & 6	
4	<b>Feb 1</b>	Attachment	Poehlmann et al (2010) Szency et al (2021)	7 & 8	
5	<b>Feb 8</b>	Parenting	Rilling & Young (2014) Lavner et al (2012)	9 & 10	
6	<b>Feb 15</b>	No Class (Reading Week)			
7	<b>Feb 22</b>	Sociality	Whedon et al (2018) Suzuki et al (2020)	11 & 12	
8	<b>Mar 1</b>	Gene by Environment	TBA TBA	13 & 14	
9	<b>Mar 8</b>	Biology of Adversity	Schonkoff et al (2021) Sheridan et al (2022)	15 & 16	
10	<b>Mar 15</b>	Biology of Social Inequality and Racism	Rentscher (2020) Sapolsky (2021)	17 & 18	
11	<b>Mar 22</b>	Childhood Poverty and Racism	Evans & Kim (2013)	19 & 20	
12	<b>Mar 29</b>	Self-Control	Adler (2015) Moffitt et al (2011)	21 & 22	
13	<b>Apr 5</b>	Final exam review + Q&A			

## Readings

### Week 1 Introduction – No reading

### Week 2 Sleep

1. Sadeh, Tikotzky, & Scher (2010). Parenting and infant sleep. *Sleep Medicine*, 14, 89-96.
2. El-Sheikh et al (2022). Sleep and disparities in child and adolescent development. *Child Development Perspectives*, 16, 200-207.

### Week 3 Early Regulatory Difficulties

3. Bilgin & Wolke (2020) Infant crying problems and symptoms of sleeping problems predict attachment disorganization at 18 months. *Attachment & Human Development*, 22, 367-391.
4. van den Boom (1995). Do First-Year Intervention Effects Endure? Follow-Up during Toddlerhood of a Sample of Dutch Irritable Infants. *Child Development*, 66, 1798-1816.

### Week 4 Attachment

5. Poehlmann, Dallaire, Loper, & Shear (2010). Children's contact with their incarcerated parents: research findings and recommendations. *The American psychologist*, 65(6), 575–598.
6. Szenczy, Bernard, Raby, Garnett, & Dozier (2021). Foster parent responsiveness and young children's diurnal cortisol production. *Developmental Psychobiology*, 63, 1626–1634.

### Week 5 Parenting

7. Rilling & Young (2014). The biology of mammalian parenting and its effect on offspring social development. *Science*, 345, 771–776.
8. Lavner, Waterman, & Peplau. (2012). Can gay and lesbian parents promote healthy development in high-risk children adopted from foster care? *American Journal of Orthopsychiatry*, 82, 465-472

### Week 6 No Class

### Week 7 Sociality

9. Whedon, Perry, Calkins, & Bell (2018). Cardiac vagal regulation in infancy predicts executive function and social competence in preschool: Indirect effects through language. *Developmental Psychobiology*, 60, 595–607.
10. Suzuki, Fujisawa, Sakakibara, Fujioka, Takiguchi, & Tomoda (2020). Development of Social Attention and Oxytocin Levels in Maltreated Children. *Scientific Reports*, 10, 7407–7407.

Week 8 Gene by Environment

- 11. TBA
- 12. TBA

Week 9 Biology of Adversity

- 13. Schonkoff et al (2021). Early Childhood Adversity, Toxic Stress, and the Impacts of Racism on the Foundations of Health. *Annual Review of Public Health*.
- 14. Sheridan et al (2022). Early deprivation alters structural brain development from middle childhood to adolescence. *SCIENCE ADVANCES*, 8 (Oct 7).

Week 10 Biology of Social Inequality and Racism

- 15. Rentscher (2020). Psychosocial Stressors and Telomere Length: A Current Review of the Science. *Annu. Rev. Public Health*, 41, 223–45.
- 16. Sapolsky (2021). The health-wealth gap: The growing gulf between rich and poor inflicts biological damage on bodies and brains. *Scientific American*, 49-53.



Week 11 Childhood Poverty and Racism

- 17. Evans B, Kim P (2013) Childhood poverty, chronic stress, self-regulation, and coping. *Child Dev Perspect* 7(1):43–48.
- 18. TBA







Week 12 Self-Control

- 19. Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., . . . Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences, USA*, 108, 2693–2698
- 20. TBA








## Discussion Topics

Week	Date	Descriptions
1	Jan 11	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>#1 Mask Mandates in Schools</b></p>  <p>What is the evidence that masks and ventilation help reduce the spread of disease? How effective is one-way vs two-way masking? Is there high-quality evidence that masks are harmful for mental or physical health? How important is it to stop the spread of disease? Is the medical system functioning well or is it overwhelmed? How many kids are currently and will potentially suffer long-term COVID? Do risks of long COVID increase with multiple infections? Is</p> </div> <div style="width: 48%;"> <p><b>#2 Rich, Poor: Luck, Merit</b></p>  <p>People differ widely in their views on the roots of economic inequality. One view is that wealth is largely a function of family background (the circumstances you were born into); another is that wealth is largely the product of individual merit, entrepreneurial spirit, and hard work. What evidence helps to support these different views, and how do they affect our understanding of the roots of economic inequality and poverty? How might scientific evidence change how the public supports</p> </div> </div>



		mortality in children decreasing or increasing now compared to beginning of the pandemic?	child development?
2 Sleep	Jan 18	<p><b>#3 Puberty Blockers and Sports in Trans Youth</b></p>  <p>Often framed as a “pause” button, puberty blockers (sex hormones) are thought to offer trans youth more time to reflect on their gender identity before the onset of puberty. What is the evidence that this treatment is beneficial or harmful? Is there high-quality evidence that gender is a social vs. biological construct? Do you think trans individuals should have access to sports? What evidence is there that allowing trans individuals to be on a sports team is harmful or beneficial for the players? Might trans people in this society be susceptible to the effects of rejection than non-trans?</p>	<p><b>#4 Sleep and Child Poverty</b></p>  <p>Sleep debt is sometimes viewed as a public health crisis given how important it is for daytime functioning, academic success, and mental health. Some research shows that the associations between sleep duration and outcomes are stronger in low SES children compared to high SES children. Why might this be the case?</p>
3 Regulation and Crying	Jan 25	<p><b>#5 Cry-It-Out</b></p>  <p>Parents struggling to get enough sleep often wish to teach their infants to sleep on their own. The cry-it-out sleep training approach has proven effective, but is there a hidden cost? What evidence suggests that sleep training is beneficial, neutral, or harmful to child development?</p>	<p><b>#6 Fussiness</b></p>  <p>Some infants are more fussy than others. Why? Parenting and temperament are two hypotheses commonly used to explain individual differences in infant emotional reactivity. What evidence is there for these two explanations, and how might the two constructs act jointly to affect child development? What evidence is there that temperament is fixed vs plastic? What evidence is there that parenting can change a child’s temperament?</p>
4 Attachment	Feb 1	<p><b>#7 Parent Incarceration</b></p>  <p>Children of incarcerated parents are at greater risk for mental health problems and academic recidivism. Maintaining parent-child relationships is thought to act</p>	<p><b>#8 Attachment Scars in Adopted Children</b></p>  <p>Children adopted from attachments to their adopted parents in part depending on their sensitivity. Yet the attachment process may suffer or be tenuous</p>

		as a buffer against these risks. What evidence supports the potentially positive and/or negative effects of children having frequent and longer visits and calls with incarcerated parents? Should parent-child visits be unlimited and their calls free?	in the long term. What behavioural and physiological evidence is there that adopted children show normal vs. abnormal attachment patterns in childhood and early adult life?
5 Parenting	Feb 8	<p><b>#9 Free Child Care</b></p>  <p>“Wages for Housework” was a political slogan and movement in the 70’s to help support and recognize the unpaid labor involved in raising children and maintaining households. Should parents be paid for parenting? How does this relate to the concept of Universal Basic Income (UBI)? Should child care be free? What evidence is there that that free child care is good for the child and their family and for society?</p>	<p><b>#10 LGBTQ Parent Rights</b></p> 
6	Feb 15	<b>No Class (Reading Week)</b>	
7 Sociality	Feb 22	<b>#11 Stress in University</b>	<p><b>#12 Screen Addiction</b></p> 
8 Gene by Environment	Mar 1	<p><b>#13 CRISPR Babies</b></p>  <p>New technologies like</p> <p>CRISPR are making it possible to edit/delete our genes and, potentially, our children's genes. Parents may one day be able to select traits that they want in their babies. Do you have any concerns about who and how people use this new formidable power? Would you want to enhance your child's temperament or optimize their intellectual or their athletic potential? Would you want to</p>	<p><b>#14 Spanking</b></p> 

		reduce or eliminate any particular genes in the population? Does the history of eugenics or disability rights affect your views? Why or why not?	
9 Biology of Adversity	Mar 8	<b>#15 Reparation Payments</b> 	<b>#16 Gladue Reports in Court</b> 
10 Biology of Social Inequality and Racism	Mar 15	<b>#17 Affirmative Action in University Admissions</b> 	<b>#18 MAiD, Disability, &amp; Eugenics</b>
11 Childhood Poverty and Racism	Mar 22	<b>#19 Disability Rights in University</b> 	<b>#20 Mental Health in University</b> An increase in rates of mental health problems during the pandemic has been widely reported. Some say that suicides are up; others say they are down. University students may have <u>positive and negative feelings</u> about the challenges involved in remote learning and/or in returning to in-person classes, including safety concerns. 
12 Self-Control	Mar 29	<b>#21 The Marshmallow Test</b> 	<b>#22 Canada Child Benefit</b> 
13	Apr 5		

## Policies

### Communication Expectations

If you have any questions about your participation (discussion questions), lecture, assignments, and tests, please email us at PSYC23.winter23@gmail.com . We will endeavor to respond within 48 hours—not including weekends or holidays. Please don't send emails to TAs the same day that a test or assignment is due.

### Late Work Policy

Late work is not accepted in PSYC23. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the Psychology Department Missed Term Work Policy below.

### AccessAbility Services

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodation, please feel free to approach the instructor and/or the AccessAbility Services Office (in SW-302) as soon as possible. Your instructor will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

AccessAbility Services contact information Phone: (416) 287-7560

Email: [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca)

### 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. Behaviours that constitute academic dishonesty and the processes for addressing academic offences are outlined in The University of Toronto's Code of Behaviour on Academic Matters:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Potential offences include, but are not limited to:

- On tests and exams: (a) Using or possessing unauthorized aids; (b) Looking at someone else's answers during an exam or test; (c) Misrepresenting your identity.
- In academic work: (a) Falsifying institutional documents or grades; (b) Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters.  
Psychology Department Missed Term Work Policy, Winter 2023

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utsc.utoronto.ca/registrar/missing-examination>
- 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>

#### Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, complete the following three-step process:

1. Complete the Request for Missed Term Work Accommodations Form (<http://uoft.me/PSY-MTW>)
2. Declare your absence on ACORN (Profile & Settings > Absence Declaration)
3. Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN to the email address provided by your instructor on the course syllabus within 2 business days of the missed work.

Note: If you are unable to submit your documents within 2-business days, you must still email your instructor within the 2-business day window to explain the nature of the delay and must indicate when you will be able to provide your documents. Exceptions to the documentation deadline will be made only under exceptional circumstances.

Note: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

#### Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the Request for Missed Term Work Accommodations Form (<http://uoft.me/PSY-MTW>), choosing "Other" and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor at least two weeks (10 business days) before the date of the activity, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both

scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the Request for Missed Term Work Accommodations Form (<http://uoft.me/PSY-MTW>), choosing "Other" and noting "Religious conflict" in the space provided.
2. Email the form to your course instructor at least two weeks (10 business days) before the date of the activity, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the Time Zone Conflict Form (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to your course instructor at least two weeks (10 business days) before the date of the activity, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed TERM TESTS due to ACCESSABILITY REASONS:

- Contact your AccessAbility consultant and have them email your instructor detailing accommodations required.

For missed ASSIGNMENTS due to ACCESSABILITY REASONS:

- If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days):
  1. Complete the Request for Missed Term Work Accommodations Form.
  2. Email the form and your Accommodation Letter to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is outside the scope of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that):
  1. Contact your AccessAbility consultant and have them email your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. You are

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

- (1.) For missed assignments, do not wait for an instructor response to resume work on your assignment. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.
- (2.) For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a Verification of Illness Form completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. Declare your future absence on ACORN (absences can be declared up to 14 days in the future).

#### 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. Please make it clear in your subject line that you are requesting a second accommodation. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN.

\*\*\*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.