



Psychology

UNIVERSITY OF TORONTO

SCARBOROUGH

NROB60: Neuroanatomy Laboratory
Summer 2023 Syllabus

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Instructor Information

Debra Bercovici (she/her)

Email: d.bercovici@utoronto.ca

- Please put course code (NROB60) in the subject line for prioritized responding
- Replies within ~24 business day hours.

Office Hours:

- By appointment
- Book via my [Calendly](#) page
- Access my [Zoom office](#)

I'm available to discuss course content, address concerns about the course or your UTSC experience, talk about grad school and non-academic career paths, and find ways to connect you with resources to better support you as a student.

TA Information

Junior Steininger (he/him)

What are they available for?

- Running weekly labs
- Coordinating accessibility needs for Bellringer Tests
- Email: junior.steininger@utoronto.ca

Sadia Riaz (she/her)

What are they available for?

- Grading Bellringer Tests, midterm exam, final exam
- Email: sadia.riaz@mail.utoronto.ca

Land Acknowledgment: The University of Toronto is located on land belonging to the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. The Scarborough campus is also located on land belonging to the Anichnabeg, the Chippewa, and the Haudenosaunee peoples. In addition to settling on stolen traditional and ancestral land, we are occupying it for the purpose of participating in an educational system that was built on and continues to uphold colonial frameworks.

Many of us who are not indigenous have settled on this land because our families have wanted us to grow up in a safer environment with more opportunities. This includes me, Debra, a child of immigrant parents. It is important to me that I reflect on how settling here offers more opportunities for myself, like being a member of a world-renowned university, but comes at the expense of the Indigenous communities we perpetually displace and exclude. I invite you to reflect on your own positionality and what it means for you to be on this land.

To learn more about the land which we are occupying, as well as about land acknowledgements, visit [Native Land.ca](#)

If you have ideas on how we can incorporate Indigenous ways of knowing into our classroom, I would be eager to learn.

Course Description

As Neuroscientists, we aim to study the nervous system from a molecular and cellular level all the way up to a circuits and systems level. The field of neuroscience is unique in that it sits at the intersection of anatomy, molecular biology, biochemistry, physiology, pharmacology, psychology, and computer science. To begin your journey as neuroscientists, it is important to develop an understanding of neuroanatomy. In this course, you will learn about the anatomy of the brain, as well as the structure and function of the cells of the nervous system. You will also develop an understanding of how neurons communicate, with a focus on their physiological properties. Finally, we will examine specific brain regions and discuss their functions and connections.

The goal of the weekly lab sessions is to enhance your learning through hands-on experiences in gross and systems anatomy. You will have the opportunity to dissect sheep brains and examine nervous systems structures in 3D. If you've never taken an anatomy course before, you may find that it is like learning a new language or learning a new map. Mastery involves patience, repetition, and a conceptual understanding in addition to rote memorization.

The material from this course will lay the foundation for your future neuroscience courses.

Learning Objectives

By the end of the course, you will be able to:

1. Develop lab skills for dissecting brain tissue.
2. Understand basic techniques used to investigate brain morphology and connectivity.
3. Summarize the topography and structural organization of the brain.
4. Explain the chemical, physical, and molecular properties that promote neuron signalling.
5. Discuss the functional role of selected brain regions in regulating behaviour.

Course Logistics

Lab Component

Your first lab is during the first week of classes on May 12. Labs take place in SW 330 on Fridays from 9-11am (PRA0001) or 11am-1pm (PRA0002). You must attend your assigned lab section. Any changes are to be made through ACORN. Lab sessions are in-person due to the nature of the hands-on dissection content.

Lab Text

The lab text is accessible on Quercus on the [homepage](#), Week 1 [Module](#), or by clicking the link: [Sheep Brain Atlas: A Photographic Guide, 2022 Edition](#).

If you would like a printed copy of the lab text, you can order it online from the bookstore. Note that there will be an associated cost.

Lab Safety

You are required to wear a lab coat and closed-toe shoes at all times in the lab. In addition, safety glasses (or prescription glasses) are recommended for the dissections. Disposable gloves must also be worn during dissections and will be provided. There is no food/drink allowed in the lab. Proper safety procedures will be discussed during the first lab and must be followed at all times. We suggest placing your phones in sealable plastic bags if you plan to use them in the lab.

Lab Schedule

| Week | Date | Topic | Photoseries | Evaluations |
|-------------|-------------|---|--------------------|--|
| 1 | May 12 | <ul style="list-style-type: none">• Lab syllabus• Lab safety and procedures• Basic terminology• Gross anatomy• Removal of the meninges• Major sulci and gyri | 1 | Test Question Week 1 |
| 2 | May 19 | <ul style="list-style-type: none">• Ventral surface structures• Cranial nerves and functions | 1 and 2 | Test Question Week 2 |
| 3 | May 26 | <ul style="list-style-type: none">• Mid-sagittal sectioning• Identification of mid-sagittal structures | 3 | Test Question Week 3 |
| 4 | June 2 | <ul style="list-style-type: none">• Dorsal and lateral dissections• Hippocampal dissection | 4 | Test Question Week 4 |
| 5 | June 9 | Review session | 1-4 | *Deadline to sign up for test accommodations |
| 6 | June 16 | Bellringer Test #1 | | Testing lab content from week 1-4 (photo series 1-4) |
| | June 24 | READING WEEK | | |
| | June 30 | University Holiday – NO CLASS | | |
| 7 | July 7 | <ul style="list-style-type: none">• Identification of horizontal structures• Rostral coronal sections | 5 | Test Question Week 7 |
| 8 | July 14 | <ul style="list-style-type: none">• Caudal coronal sections• Cerebellar coronal sections | 6 | Test Question Week 8 |
| 9 | July 21 | Bellringer Test #2 | | Testing lab content from week 1-8 (photo series 1-6) |
| 10 | July 28 | No Lab | | |
| 11 | Aug 4 | No Lab | | |

| | | | | |
|----|------------------------------|--------|--|--|
| 12 | Wednesday, Aug 9* | No Lab | | |
|----|------------------------------|--------|--|--|

***Note that this is a make-up day for the holiday on Friday June 30th.**

Lecture Component

Lectures

You are invited to attend and contribute to classes on Fridays in MW 160 from 1-3pm. If you cannot attend in person (e.g. you are sick), a Zoom option is available. You can access the weekly Zoom classroom by going to the [Zoom Tab](#) on Quercus.

Since I will be recording our lectures on Zoom, your classroom participation will also be recorded and will be available to students in the course for viewing remotely. Course videos and materials belong to your instructor/University and are protected by copyright. You are permitted to download lecture recordings and materials for your own *academic* use, but you are not permitted to copy, share, or use them for any other purpose without the explicit permission of the instructor.

To enhance your learning experience and increase classroom accessibility, you are invited to contribute during class using the Zoom chat or by posting on the weekly [Jamboard](#) (link found in each weekly module) in addition to raising your hand during class. Jamboard posts are anonymous (unless you type out your name) and can be used to respond to or ask discussion questions. The Jamboard for each week is available prior to lecture and you can post on it ahead of class time. Once the class is over, the weekly Jamboard can be viewed but you will no longer be able to contribute to it.

Most of the lecture content is derived from [Neuroscience: Exploring the Brain, Enhanced Edition by Mark Bear; Barry Connors; Michael A. Paradiso](#). If you feel that you learn best from textbooks, you may find purchasing a copy to be helpful for you. Note that this is not necessary, and all testable content will be in lectures and lecture notes.

Quercus Modules

You can find each weekly module on Quercus. At the top there is a Student Resource tab with links to various campus supports available. Subsequent weekly modules contain the learning objectives and checklists for each week. I recommend taking a look at the checklist at the beginning of the week so that you are aware of any upcoming deadlines, administrative updates, or helpful links.

The module page is also where you will find the base of the weekly lecture content, including lecture slides and notes. Lecture notes are comprehensive and as close to what I will say in class as possible without it being a script. My intention is that this will be a sufficient replacement for students who benefit from having note-taking accommodations. Lecture notes are also uploaded in Word doc format so you can edit them as you see fit.

All weekly content is available *at least* one week prior to each class.

Lecture Schedule

(Topics tentative as of April 19, 2023)

| Week | Date | Topic | Evaluations |
|------|---|---|--|
| 1 | May 12 | Course Introduction History of Neuroanatomy | |
| 2 | May 19 | Structure of the Nervous System <ul style="list-style-type: none"> • Anatomical references • CNS and PNS • Cranial nerves, meninges, ventricles, blood brain barrier | |
| 3 | May 26 *Pre-recorded Lecture Only!!!* Optional Zoom Q+A instead from 2-3pm | Development of the Nervous System <ul style="list-style-type: none"> • Evolution and brain development • Neurodevelopment in humans Human gross anatomy | |
| 4 | June 2 | Neurons and Glia Resting Membrane Potential | |
| 5 | June 9 | Action potentials Types of Synapses Chemical Synaptic Transmission | *Deadline to sign up for test accommodations |
| 6 | June 16 | Synaptic Integration The Neurotransmitters System | |
| | June 24 | READING WEEK | |
| | June 30 | University Holiday – NO CLASS | |
| 7 | July 7 | In Class Midterm Exam | Testing lecture content (week 1-6) |
| 8 | July 14 | Functional Neuroanatomy: Hippocampus | |
| 9 | July 21 | Functional Neuroanatomy: Cerebellum and Basal Ganglia | |
| 10 | July 28 | Functional Neuroanatomy: Limbic System | |
| 11 | Aug 4 | Functional Neuroanatomy: Prefrontal Cortex | |
| 12 | Wednesday, Aug 9* | Review | |
| | TBA | Final Exam | Testing all lecture content (week 1-12) |

***Note that this is a make-up day for the holiday on Friday June 30th.**

Evaluation Scheme

Lab Component—55%

- [Test Question Submission Week 1](#) (2.5%)
- [Test Question Submission Week 2](#) (2.5%)
- [Test Question Submission Week 3](#) (2.5%)
- [Test Question Submission Week 4](#) (2.5%)
- [Bellringer Test #1](#) (15%)
- [Test Question Submission Week 7](#) (2.5%)
- [Test Question Submission Week 8](#) (2.5%)
- [Bellringer Test #2](#) (25%)

Lecture Component—45%

- [Midterm Exam](#) (15%)
- [Final Exam](#) (30%)

For a detailed description of each graded component, please click on an individual item to go to the associated page on Quercus.

Grades will be posted directly to your [gradebook](#) on Quercus. Once grades are released, you will be able to access any associated rubrics, individual feedback, and grading keys directly from each individual item's Quercus page. You will have the opportunity to pick up your Lab Tests and Midterm during class time if you'd like to keep it.

Submitting work

All assignments are to be completed on Quercus. You can access them directly from the [assignment tab](#), from the [modules](#) (during the week assignment week), or from the [Lab Schedule](#) or [Lecture Schedule](#).

All tests/exams will be in-person paper/pen exams during class time except for the final exam, which is scheduled by the university. Please note that if you write your tests/exams in pencil, you will not be able to request a regrade if needed. For this reason, **we strongly advise writing in pen**. If you need any testing accommodations, please try to [sign up for test accommodations](#) by June 9th. (If you miss this deadline, please contact Debra)

All deadlines have been input into Quercus and should automatically appear in your Quercus calendars. In addition, you can keep track of due dates by referencing the [Lab Schedule](#) or [Lecture Schedule](#) and by reading the checklist for each week (refer to the [Quercus Modules section of the syllabus](#) for more info on checklists).

Missed Deadlines

Assignments: If you miss an assignment submission on Quercus, no worries, there are no consequences. Your grades will automatically reshuffle. For example, if you completed 5 out of 6 assignments, each assignment will now be worth 3% each instead of 2.5% each.

Tests/Exams: If you miss a Bellringer Test or midterm, no big deal, please contact Debra as soon as you can to work out an alternate arrangement. You are not required to submit any official UTSC paperwork (unless you want to). My standard policy is to schedule a make-up **oral exam/test** with me during my office hours.

Departmental Position on Grade Norms

The Department of Psychology at UTSC is committed to providing fair, consistent, and uniform delivery of its courses from year to year. As part of this commitment, the Department mandates that all B-level courses' final course averages are around 68%. You can expect that the *final class average* for this course will be similar.

Community Building

Inclusivity and Safe Classrooms

(Inspired by the Safe Classroom statement from Dr Lily May's 2021 syllabi at UBC)

Our classroom is a community where students should feel included and are treated equitably. This refers to identities including, but not limited to, gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, disability, health, and age. When we encounter controversial and/or sensitive issues, discussion is encouraged. However, students should feel safe to explore ideas without fear of being judged. If a statement or behaviour is likely to offend/alienate/discriminate against others, it should not be shared with the class. Instead, please share it with me after class or during office hours. Any behaviour that compromises the safety of our environment will not be tolerated and you will be asked to leave the space (Zoom or in-person). If at any point during the semester you feel offended, threatened, or alienated by anything that happens during our class (including by me), please feel welcome to let me or your TAs know.

One thing to keep in mind is that we are bound to make mistakes in this space, as does anyone when approaching complex topics. Strive to see your mistakes and others' as valuable elements of the learning process. I am also constantly learning from my mistakes.

A note on masking: I view masking as an example of accessibility, inclusivity, and classroom safety. While it is not a requirement, I encourage wearing a mask in class. If anyone wants to discuss this topic further, I'm available outside of class time.

Accessibility

If you have accessibility needs, you are welcome in our classroom community. Here are some ways your teaching team is committed to increasing classroom accessibility:

- Offering online and asynchronous ways of engaging with the course
- Encouraging mask-wearing
- Accommodating flexibility around missed assignments and exams
- Upholding classroom safety
- Creating unambiguous assignment and testing instructions and grading rubrics
- Providing weekly checklists
- Sharing classroom content ahead of lectures
- Posting comprehensive lecture notes
- Honouring accommodations for all students, regardless of diagnosis, disability status, or affiliation with AccessAbility Services

Seeking accommodations for your needs shouldn't be burdensome. I have built accessibility and flexibility directly into the course such that they are automatically available when needs arise. However, if your preference is to follow the processes laid out by the department, for example you would prefer that AccessAbility Services set up your in-class tests, you can follow the steps outlined on the page: [Psychology department Policy Statements](#)

If there is a specific accommodation you need and it is not listed, please reach out to me so that we can make the course work for you. **You can reach out to me at the start of the semester and as needs arise/change, expected or unexpected.** There is no expectation to divulge personal health information. I will advocate for you if there is a need that isn't being met.

Additionally, if there is anything else you can think of that would make this course more accessible to you and your peers, please let me know!

Academic Integrity

Academic integrity is what all members of the UTSC community, from first-year undergraduates to publishing professors, aspire to when they do research. Having academic integrity means taking responsibility for and having pride in your work, especially when it connects through practices such as crediting the work of others.

Having strong academic integrity is a qualifying behaviour that welcomes you as a scholar to the academic community.

Academic Integrity is about being loyal and respectful to those who have created content and about encouraging you to create work independently that you can feel proud of. Working with academic integrity means:

- **Doing your own work:** everything you submit should be completed by you.
- **Avoiding collusion:** this involves working too closely with your peers without authorization.

- **Not sharing materials** provided to you in this course. Please respect the copyright surrounding the work I've put in to offer you this course. If you'd like to share the content I've created, please speak with me first.
- **Engaging** with the ideas of others, both past and present, in a variety of scholarly platforms such as research journals, books by academics, lectures, etc. But also...
- **Explicitly acknowledging** the sources of your knowledge, especially through accurate citation practices

As members of our learning community, I want to invite you to spend some time thinking about what academic integrity means to you. What behaviours can you and your classmates engage in to make sure you are achieving your learning objectives and that your work is something you can be proud to represent.

If you are at risk of breaching academic integrity due to external and extenuating circumstances or a lack of accessibility, please come talk to me about how we can make the classroom a place where these coping mechanisms aren't necessary.

University Code of Behaviour on Academic Matters

If there is a breach in academic integrity, you may face consequences as per the university policy. The [Code of Behaviour on Academic Matters](#) outlines what constitute academic dishonesty and the processes U of T takes for addressing academic offences.

My Teaching Values

Transparency

Being transparent is important to me and my goal is never to conceal my motives. If something is unclear, that's my bad. Please point it out and I'll clarify!

Non-hierarchical learning

I don't like to pretend that I am the expert. I may know more about certain topics than you, but I am confident that in other domains, you hold more knowledge and experience than I do. I invite you to share when I've said something wrong or when you have a better idea than me.

Student/Community-driven learning

If something I'm doing isn't conducive to your learning, I'm open to altering course. You are the one paying for this education, and you deserve to learn in a way that is best for you.

Psychology Departmental Policies

The remainder of the syllabus constitutes a copy-paste of departmental policies.

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for NROB60H3 Y LEC01. You may need to scroll through other cards to find this. Click on the NROB60H3 Y LEC01 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Department of Psychology Missed Term Work Policy

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

Note:

- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in NROB60H3 Y LEC01 is: d.bercovici@utoronto.ca

ILLNESS OR EMERGENCY accommodations:

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

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)

3. Email **both** of the following items to the course email **within 2 business days** of the missed work:
 - o the [Request for Missed Term Work Accommodations Form](#)
AND
 - o a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **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. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

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

- **Contact your AccessAbility consultant** and have them email the course email 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 the course email 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 the course email 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for 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 necessarily be provided.

Disability-Related Accommodations

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 AccessAbility Services Office (<http://www.utoronto.ca/ability/>) as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.utoronto@utoronto.ca for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

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/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include 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 cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Equity, Diversity, Inclusion

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.

Masks in the Classroom

While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.