

PSYD66 H3Y

CURRENT TOPICS IN HUMAN BRAIN AND BEHAVIOR

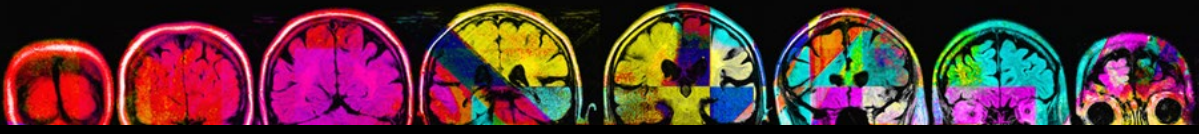
Dr. Stefano I. Di Domenico

Course Overview Personality Neuroscience

In this course, we will explore the fascinating field of personality neuroscience, with a specific focus on the Big Five personality traits: Neuroticism, Extraversion, Openness/Intellect, Agreeableness, and Conscientiousness. Through engaging lectures, lively discussions, and close readings of original research papers, we will delve into the biological bases of these traits.

Personality neuroscience utilizes a diverse range of cutting-edge techniques, including neuroimaging, electrophysiology, behavioral genetics, molecular genetics, psychopharmacological manipulation, and analyses of neurotransmitters and hormones. By examining original research papers that employ these methods, we will investigate the role of various brain structures and regions, as well as large-scale brain networks, in personality expression. Additionally, we will explore how these biological mechanisms relate to diverse aspects of human behavior, such as decision-making, perception, and social interaction.

Finally, we will discuss the implications of this research for clinical psychology, organizational behavior, financial behavior, and other related fields. By the end of the course, you will have acquired a deep understanding of the exciting and rapidly evolving field of personality neuroscience, along with the critical thinking skills necessary to evaluate and analyze the latest research in this area.



Dr. Stefano I. Di Domenico

Office Hours

Fridays 4:00 pm to 5:00 pm on Zoom.

Seminar Times

Tuesdays from 9:00 am to 11:00 am in MW 223

Email

stefanoddmn@gmail.com

Include “PSYD66” at the start of the subject line

Office Hours Policy

By appointment only.

Course Website

This course will use the University of Toronto *Quercus* online teaching and learning environment.

Prerequisites

[PSYB55H3 or (PSYB65H3)] and [0.5 credit at the C-level in PSY or NRO courses] and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

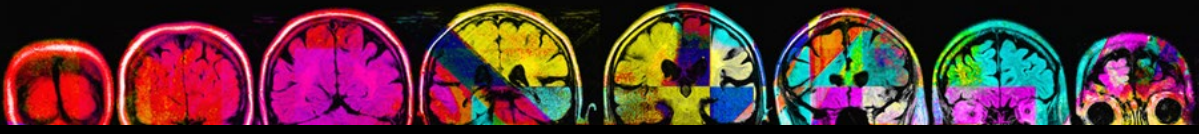
Exclusion

PSY490H

Breadth Requirements

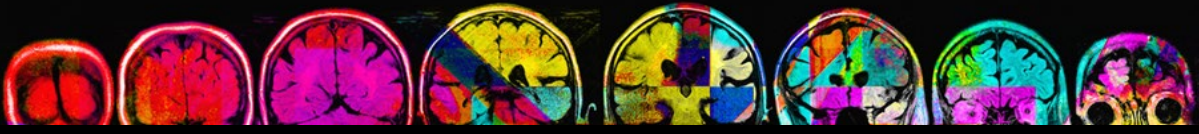
Natural Sciences





Seminar Schedule

| | | |
|----------------|---------|--|
| Week 1 | May 9 | Course Overview and Introductions |
| Week 2 | May 16 | Personality Neuroscience: An Overview Presentation Topic Selection |
| Week 3 | May 23 | Special Guest Speaker |
| Week 4 | May 30 | Personality and Neuroimaging |
| Week 5 | June 6 | Neuroticism |
| Week 6 | June 13 | Extraversion Quiz #1 Due |
| Week 7 | June 20 | **** <i>Reading Week</i> **** |
| Week 8 | June 27 | Openness/Intellect |
| Week 9 | July 4 | Intelligence |
| Week 10 | July 11 | Agreeableness |
| Week 11 | July 18 | Conscientiousness |
| Week 12 | July 25 | Behavioral Genetics Quiz #2 Due |
| Week 13 | Aug. 1 | Beyond Traits |

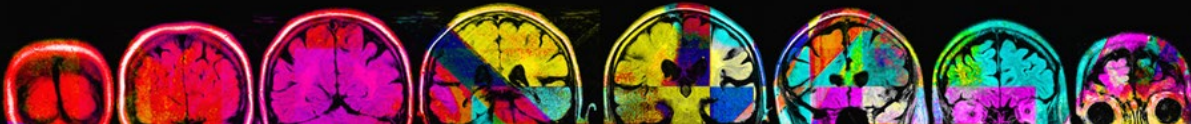


Components of Evaluation

- 30% Participation
- 30% Class Presentation
- 10% Quizzes
- 30% Final Assignment

Individual Participation (30%). Active student participation is essential for the success of this seminar course. To encourage your involvement in all aspects of this seminar, participation will be incentivized in two ways.

- 1. Reflection Assignments (10%).** You are required to submit five reflection assignments. Each assignment should summarize your comments and questions regarding one or more class reading. Each reflection should range between 450 to 650 words. I will not be formally grading your reflection assignments. Instead, I will read them to ensure that you have made a good-faith effort to engage with the assigned readings. You will receive 2% towards your final grade for each submission. All reflection assignments should be submitted on Quercus by 9:00 am on August 1st. My hope is that these reflection assignments will encourage you to keep up with course readings and prepare you for high-level participation. Late reflection assignments will not be accepted.
- 2. Seminar Participation (20%).** You are expected to actively contribute to the seminar by making constructive comments during class discussions each week. You should aim to make at least two comments per class. To prepare for participation, it is recommended that you read the required articles, formulate your ideas before class, and write down any questions or opinions you have in

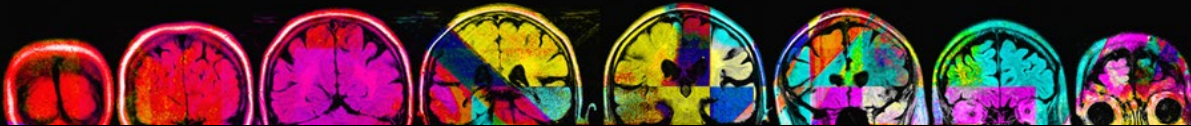


advance. You can use your reflection assignments for this preparation. Please refer to the Guidelines for Seminar Participation on page 13.

Class Presentation (30%). You will be required to choose a topic from the seminar schedule and present a reading. For your presentation, you should act as if you are the lead author of the reading and that your presentation is being given at an academic conference. You should present the content for around 25 minutes, leaving approximately 15 minutes for class discussion and debate. Please use PowerPoint slides for your presentation. I will use the grading scheme outlined on page 14 as my evaluation guide.

Quizzes (10%). There will be two online quizzes hosted on Quercus, each worth 5% of your final grade. You will have 24 hours to complete each quiz. The quizzes will include true-or-false and multiple-choice questions and will test your basic factual knowledge about the required readings. Quiz #1 is due on Tuesday, June 13th at 9:00 am, and Quiz #2 is due on Tuesday, July 25th at 9:00 am.

Final Assignment (30%). You will be asked to submit a research proposal in the form of a manuscript suitable for peer-review. The proposal must be written in APA format and include an abstract, as well as sections for the introduction, method, (anticipated) results, discussion, and references. The final assignments are due at 9 am on August 8th. Students who submit late assignments will have 2% deducted from their final grade for each day that their assignment is late.



Learning Outcomes

The learning outcomes in this course can be organized in two broad categories: *developmental outcomes* and *content-related outcomes*.

Developmental Outcomes

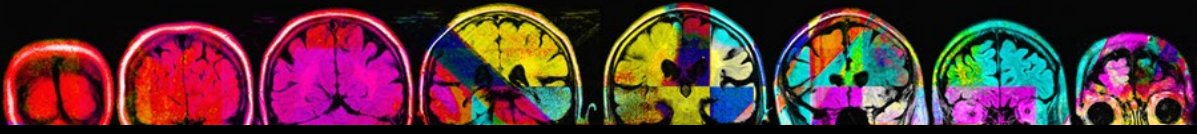
By the end of this course, students will be able to:

- Ask questions about the role of personality neuroscience that are free from assumptions and grounded in empirical evidence, while evaluating a range of possible answers.
- Communicate their thoughts on personality neuroscience research respectfully and clearly to others, using logic and evidence-based arguments.
- Critically evaluate scientific and non-scientific information to become better consumers of information presented in various outlets (e.g., news media).
- Develop effective strategies for completing course work.
- Identify, evaluate, pursue, and capitalize on learning experiences outside the classroom (e.g., research positions, work placements).
- Deliver oral presentations of scientific research questions and statistical findings.
- Write essays that clearly articulate a thesis, assemble evidence, and persuasively communicate the evidence supporting the thesis.

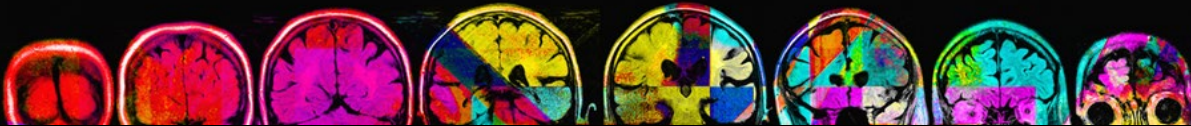
Content-Related Outcomes

By the end of this course, students will be able to:

- Describe the broad topic domains and research methods used in personality neuroscience.
- Develop effective strategies for consuming primary literature in personality neuroscience.
- Appreciate the importance of psychometric test development, including reliability and validity.



- Understand a range of research designs that are appropriate for different research questions, and articulate why statistical competency is necessary for interpreting research results.
- Understand a range of research designs that are appropriate for different research questions of interest.
- Describe various theories that model the biology of traits and recognize the limitations of studies examining the biological bases of personality traits.
- Develop original hypotheses for future studies in personality neuroscience.
- Explain the applied significance of personality neuroscience research (e.g., for clinical and educational settings).
- Generate scientific writing that demonstrates critical understanding and reflection of relevant topics by integrating various perspectives and scientific findings.
- Apply statistical knowledge to create thoughtful and rigorous ways to test novel hypotheses.
- Produce informed critiques of primary research and offer thoughtful ways to address key limitations.
- Critically evaluate scientific and non-scientific information to become better consumers of information presented in various outlets (e.g., news media, social media).
- Recognize the importance of effectively translating scientific discourse.



Seminar Readings

Unless otherwise specified, as D-Level students, you are expected to obtain the readings listed below on your own using the library resources. If you have not previously practiced finding peer-reviewed articles, you now have the occasion to learn this important skill.

*Reading available in the Files tab on Quercus

Week 1. Course Overview

Instructor and student introductions. Please carefully read the syllabus in advance.

Week 2. Personality Neuroscience: An Overview

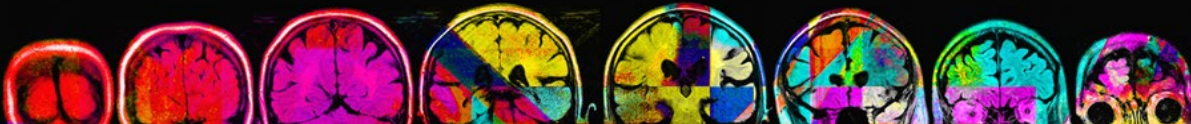
1. *McCrae, R. R., & Costa, P. T. Jr. (2008). The Five-Factor Theory of personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (pp. 159-181). New York, NY: Guilford Press.
2. *Johnson, J. A. (2018). Five strong and recurrent personality factors: Revisiting Tupes and Christal (1961). In P. Corr (Eds.), *Personality and individual differences: Revisiting the classic studies* (pp. 87-100). Sage Publications Inc.
3. Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American Psychologist*, *48*(1), 26–34.
4. Soto, C. J. (2019). How replicable are links between personality traits and consequential life outcomes? The life outcomes of personality replication project. *Psychological Science*, *30*(5), 711-727.

Week 3. Special Guest Speaker

I will assign an appropriate reading in Week 2 to prepare for our speaker.

Week 4. Personality and Neuroimaging

1. DeYoung, C. G., Hirsh, J. B., Shane, M. S., Papademetris, X., Rajeevan, N., & Gray, J. R. (2010). Testing predictions from personality neuroscience. Brain structure and the big five. *Psychological Science*, *21*(6), 820–828.
2. Canli, T., Zhao, Z., Desmond, J. E., Kang, E., Gross, J., & Gabrieli, J. D. E. (2001). An



fMRI study of personality influences on brain reactivity to emotional stimuli. *Behavioral Neuroscience*, 115(1), 33–42.

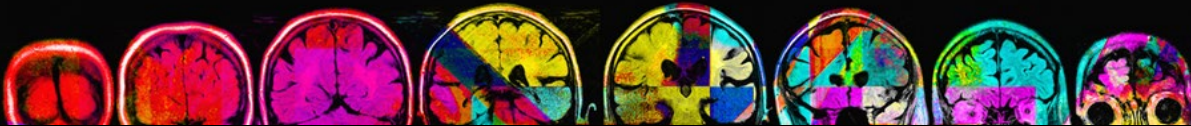
3. Haas, B. W., Constable, R. T., & Canli, T. (2008). Stop the sadness: Neuroticism is associated with sustained medial prefrontal cortex response to emotional facial expressions. *NeuroImage*, 42(1), 385–392.
4. Vul, E., Harris, C., Winkielman, P., & Pashler, H. (2009). Puzzlingly high correlations in fMRI studies of emotion, personality, and social cognition. *Perspectives on Psychological Science*, 4(3), 274–290.

Week 5. Neuroticism

1. Hirsh, J. B., & Inzlicht, M. (2008). The devil you know: Neuroticism predicts neural response to uncertainty. *Psychological Science*, 19(10), 962–967.
2. Zhang, X., Bhatt, R. R., Todorov, S., & Gupta, A. (2023). Brain-gut microbiome profile of neuroticism predicts food addiction in obesity: A transdiagnostic approach. *Progress in Neuro-Psychopharmacology and Biological Psychiatry*, 110768.
3. Schlüter, C., Fraenz, C., Friedrich, P., Güntürkün, O., & Genç, E. (2022). Neurite density imaging in amygdala nuclei reveals interindividual differences in neuroticism. *Human Brain Mapping*, 43(6), 2051-2063.
4. Garcia-Banda, G., Chellew, K., Fornes, J., Perez, G., Servera, M., & Evans, P. (2014). Neuroticism and cortisol: Pinning down an expected effect. *International Journal of Psychophysiology*, 91(2), 132–138.

Week 6. Extraversion

1. Smillie, L. D., Cooper, A. J., & Pickering, A. D. (2011). Individual differences in reward-prediction-error: Extraversion and feedback-related negativity. *Social Cognitive and Affective Neuroscience*, 6(5), 646–652
2. Wacker, J., Mueller, E. M., Hennig, J., & Stemmler, G. (2012). How to consistently link extraversion and intelligence to the catechol-O-methyltransferase (COMT) gene: On defining and measuring Personality psychological phenotypes in neurogenetic research. *Journal of Personality and Social Psychology*, 102(2), 427–444.
3. Wacker, J., Mueller, E., Pizzagalli, D. A., Hennig, J., & Stemmler, G. (2013). Dopamine-D2-receptor blockade reverses the association between trait approach motivation and frontal asymmetry in an approach-motivation context. *Psychological Science*, 24(4), 489–497.



4. Schaefer, M., Knuth, M., & Rumpel, F. (2011). Striatal response to favorite brands as a function of neuroticism and extraversion. *Brain Research, 1425*, 83–89.

Week 7. Reading Week

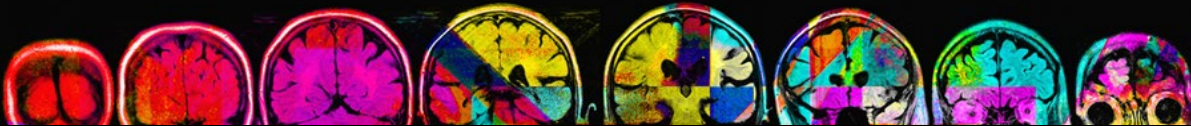
No class during reading week.

Week 8. Openness/Intellect

1. DeYoung, C. G., Cicchetti, D., Rogosch, F. A., Gray, J. R., Eastman, M., & Grigorenko, E. L. (2011). Sources of cognitive exploration: Genetic variation in the prefrontal dopamine system predicts openness/intellect. *Journal of Research in Personality, 45*(4), 364–371.
2. DeYoung, C. G., Shamosh, N. A., Green, A. E., Braver, T. S., & Gray, J. R. (2009). Intellect as distinct from openness: Differences revealed by fMRI of working memory. *Journal of Personality and Social Psychology, 97*(5), 883–892.
3. MacLean, K. A., Johnson, M. W., & Griffiths, R. R. (2011). Mystical experiences occasioned by the hallucinogen psilocybin lead to increases in the personality domain of openness. *Journal of Psychopharmacology, 25*(11), 1453–1461.
4. Passamonti, L., Terracciano, A., Riccelli, R., Donzuso, G., Cerasa, A., Vaccaro, M., ... Quattrone, A. (2015). Increased functional connectivity within mesocortical networks in open people. *NeuroImage, 104*, 301–309.

Week 9. Intelligence

1. Tucker-Drob, E. M. (2019). Cognitive aging and dementia: A life-span perspective. *Annual Review of Developmental Psychology, 1*, 177-196.
2. Briley, D. A., & Tucker-Drob, E. M. (2000). Explaining the increasing heritability of cognitive ability across development: A meta-analysis of longitudinal twin and adoption studies. *Psychological Science, 29*, 1704-1713.
3. Di Domenico, S. I., Rodrigo, A. H., Ayaz, H., Fournier, M. A., & Ruocco, A. C. (2015). Decision-making conflict and the neural efficiency hypothesis of intelligence: A functional near-infrared spectroscopy investigation. *Neuroimage, 109*, 307-317.
4. Neubauer, A. C., & Fink, A. (2009). Intelligence and neural efficiency. *Neuroscience and Biobehavioral Reviews, 33*, 1004-1023.



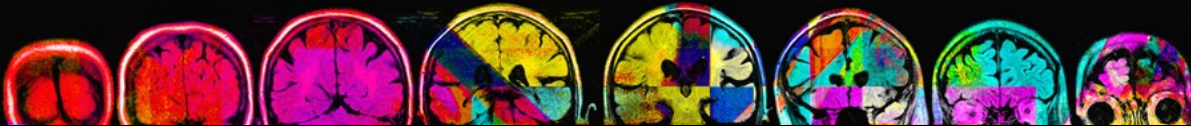
5. Jung, R. E., & Haier, R. J. (2007). The parieto-frontal integration theory (P-FIT) of intelligence: Converging neuroimaging evidence. *Behavioral and Brain Sciences*, 30, 135-187.

Week 10. Agreeableness

1. Haas, B. W., Omura, K., Constable, R. T., & Canli, T. (2007). Is automatic emotion regulation associated with agreeableness? A perspective using a social neuroscience approach. *Psychological Science*, 18(2), 130–132.
2. Kim, J. J., Cunnington, R., & Kirby, J. N. (2020). The neurophysiological basis of compassion: An fMRI meta-analysis of compassion and its related neural processes. *Neuroscience & Biobehavioral Reviews*, 108, 112-123.
3. Everhart, D. E., Demaree, H. A., & Harrison, D. W. (2008). The influence of hostility on electroencephalographic activity and memory functioning during an affective memory task. *Clinical Neurophysiology*, 119(1), 134–143.
4. Harmon-Jones, E., & Allen, J. J. B. (1998). Anger and frontal brain activity: EEG asymmetry consistent with approach motivation despite negative affective valence. *Journal of Personality and Social Psychology*, 74(5), 1310–1316.
5. Sollberger, M., Stanley, C. M., Wilson, S. M., Gyurak, A., Beckman, V., Growdon, M., ... & Rankin, K. P. (2009). Neural basis of interpersonal traits in neurodegenerative diseases. *Neuropsychologia*, 47(13), 2812-2827.
6. Turan, B., Guo, J., Boggiano, M. M., & Bedgood, D. (2014). Dominant, cold, avoidant, and lonely: Basal testosterone as a biological marker for an interpersonal style. *Journal of Research in Personality*, 50, 84–89.

Week 11. Conscientiousness

1. Sassenberg, T. A., Burton, P. C., Mwilambwe-Tshilobo, L., Jung, R. E., Rustichini, A., Spreng, R. N., & DeYoung, C. G. (2023). Conscientiousness associated with efficiency of the salience/ventral attention network: Replication in three samples using individualized parcellation. *NeuroImage*, 120081.
2. Forbes, C. E., Poore, J. C., Krueger, F., Barbey, A. K., Solomon, J., & Grafman, J. (2014). The role of executive function and the dorsolateral prefrontal cortex in the expression of neuroticism and conscientiousness. *Social neuroscience*, 9(2), 139–151.
3. Nater, U., Hoppmann, C., & Klumb, P. (2010). Neuroticism and conscientiousness are associated with cortisol diurnal profiles in adults—role of positive and negative



affect. *Psychoneuroendocrinology*, 35(10), 1573–1577.

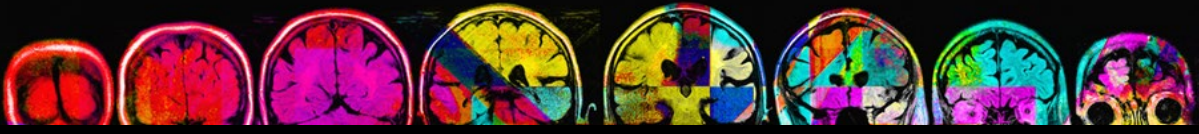
4. Delgado, M. M., & Sulloway, F. J. (2017). Attributes of conscientiousness throughout the animal kingdom: An empirical and evolutionary overview. *Psychological Bulletin*, 143(8), 823–867.

Week 12. Behavioural Genetics

1. Vukasovic, T., & Bratko, D. (2012). Heritability of Personality: A meta-analysis of behavior genetics studies. *Psychological Bulletin*, 141, 769-785.
2. Briley, D. A., & Tucker-Drob, E. M. (2013). Explaining the increasing heritability of cognitive ability across development: A meta-analysis of longitudinal twin and adoption studies. *Psychological Science*, 24, 1704–1713.
3. Tucker-Drob, E. M., et al. (2008). Genetic and environmental influences on cognition across development and context. *Current Directions in Psychological Science*, 22, 349-355.
4. Ayoub, M. et al., (2018). Genetic and environmental associations between child personality and parenting. *Social Psychological and Personality Science*, 10, 711–721.

Week 13. Beyond Traits

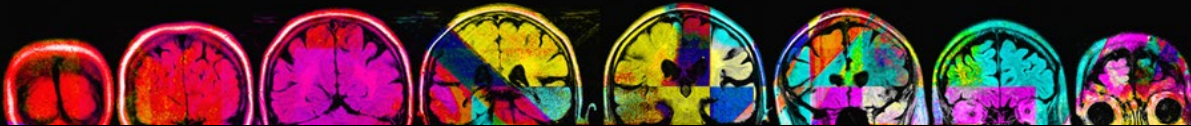
1. D'Argembeau, A., Cassol, H., Phillips, C., Baetou, E., Salmon, E., & Van der Linden, M. (2014). Brains creating stories of selves: the neural basis of autobiographical reasoning. *Social cognitive and affective neuroscience*, 9(5), 646-652.
2. Di Domenico, S. I., Fournier, M. A., Ayaz, H., & Ruocco, A. C. (2013). In search of integrative processes: basic psychological need satisfaction predicts medial prefrontal activation during decisional conflict. *Journal of Experimental Psychology: General*, 142(3), 967.



3. DeWall, C. N., Masten, C. L., Powell, C., Combs, D., Schurtz, D. R., & Eisenberger, N. I. (2012). Do neural responses to rejection depend on attachment style? An fMRI study. *Social cognitive and affective neuroscience*, 7(2), 184-192.

Week 14. Class Discussion: Topic TBD

I will present a question to the class, and together we will engage in a constructive discussion and debate, drawing upon all the knowledge we have acquired throughout the semester.



Guidelines for Seminar Participation

Prepare to contribute by carefully reviewing the syllabus and locating the current readings and topics in relation to the course as a whole. Know why you are discussing this particular topic at this juncture in the course. Use the syllabus and lecture material to generate questions and comments in advance.

Explicitly relate or link your observations and comments to course objectives, central themes and main topics.

Ask a question that encourages someone to clarify or elaborate on a comment.

Make a comment to **link two people's contributions**.

Explain that you found another person's ideas interesting or useful, and describe why.

Build on what someone else has said. Be explicit about the way you are extending the other person's thought.

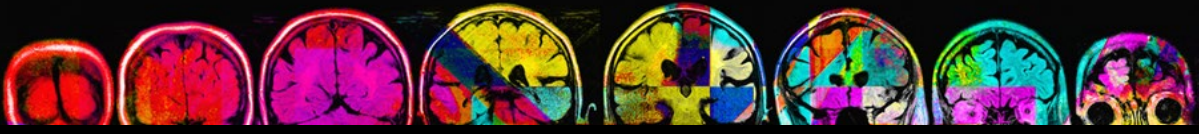
Paraphrase a point someone has already made and build on it.

Summarize several people's contributions, taking into account a recurring theme in the discussion. "It seems we have heard variations on two main points of view; on the one hand..."

Ask a question that relates to that week's course topic—for example, "Can you explain how this example illustrates the concept (course topic) of ...?"

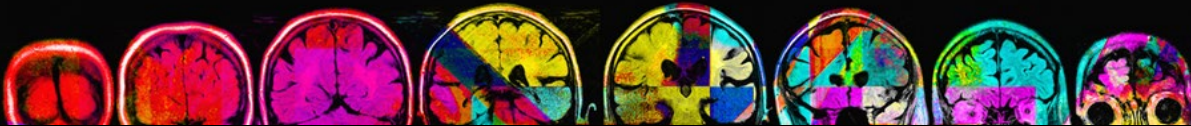
Find a way to **express appreciation for the insights you have gained** from the discussion. Be specific about what it was that helped you understand something better.

Disagree with someone in a respectful and constructive way. You might reflect the comment back to the speaker to indicate that you have listened well. If possible, point out what is interesting or compelling in someone's comment before explaining why and how you disagree.



Presentation Grading Scheme

| Percentage | Grade Definition |
|------------|---|
| 90-100 | Excellent: Strong evidence of subject mastery; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; <u>advanced the group discussion by preparing well-constructed questions</u> ; elaborated on the topics and problems of previous weeks. |
| 77-89 | Good: Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature; <u>provided enough content material for a worthwhile group discussion</u> . |
| 67-76 | Adequate: Student who is profiting from his/her seminar experience; understanding of the subject matter; ability to develop solutions to simple problems in the material. |
| 50-66 | Marginal: Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed. |
| 0-49 | Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature. |



POLICIES

QUERCUS

This course uses the University's learning management system, Quercus, to post information about the course. This may include materials required to complete activities and assignments, as well as important announcements. 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 this course. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

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 contact the [AccessAbility Services Office](#) 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.uts@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

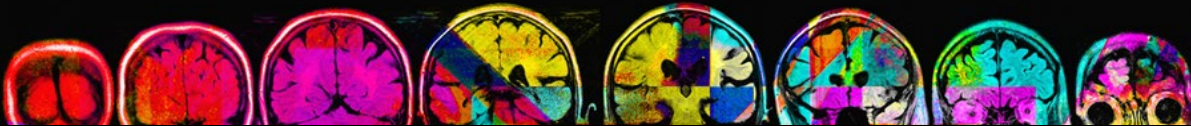
The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic 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.

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 < **PSYD66 H3Y** > is:
<stefanoddmn@gmail.com>

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. E **WITHIN 2 BUSINESS DAYS** of the missed work:
 - [Request for Missed Term Work Accommodations Form](#)
 - ***AND***
 - [ACORN](#)

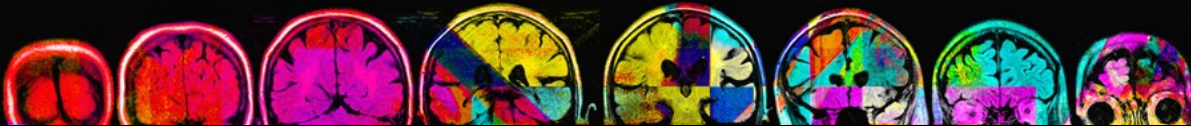
Note:

- *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 _____ **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 _____ detailing accommodations required.

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

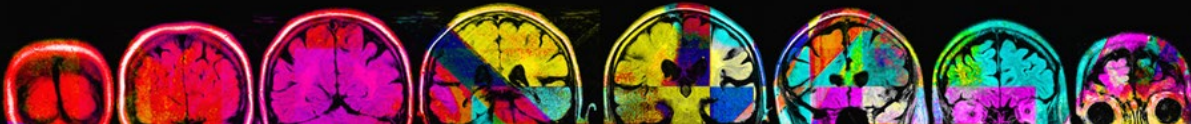
- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form ***AND*** your **Accommodation Letter** to _____ 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 _____ 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.