3PSYC54: AUDITORY COGNITIVE NEUROSCIENCE
UNIVERSITY OF TORONTO SCARBOROUGH
WINTER 2024 SYLLABUS – IN-PERSON
(REVISED MARCH 13 – CHANGES IN PINK)

Instructor: Olivia Podolak Lewandowska, PhD
Email: olivia.podolak@mail.utoronto.ca

TA: Angela Dou
Email: angela.dou@mail.utoronto.ca

TA: Lauren Vomberg
Email: lauren.vomberg@mail.utoronto.ca

Please use your university email for all contact with the instructor and TAs.

Lecture: Thursdays from 3:00 – 5:00 p.m. in SW-309. <u>Lectures are not recorded.</u>
Office Hours: Thursdays from 12:00 – 1:00 p.m. in HW-508.

Course Description, Prerequisites & Objectives

<u>From the UTSC Course Calendar:</u> This course provides an overview of the cognitive and neural processes that underlie humans' auditory abilities. Core topics include psychoacoustics, the auditory cortex and its interconnectedness to other brain structures, auditory scene analysis, as well as special topics such as auditory disorders. Insights into these different topics will be provided from research using behavioural, neuroimaging, computational, and neuropsychological techniques.

<u>Prerequisites:</u> [PSYB51H3 or PSYB55H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [PSYB70H3]

Note: Acorn does not check whether a student has completed the prerequisites for any course. It is the student's responsibility to check this. If you have an issue with your prerequisites or if you have any further questions, please contact the instructor and the Department of Psychology.

<u>Enrolment Limits:</u> Priority will be given to students in the Specialist/Specialist Co-op programs in Neuroscience, and the Specialist/Specialist Co-op and Major programs in Psychology and Mental Health Studies. Students in the Minor program in Psychology and Major program in Neuroscience will be admitted as space permits.

<u>Breadth Requirements:</u> Natural Sciences

Learning Outcomes

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

1. Understand how the auditory system functions from both cognitive and neuroscience perspectives to transform sound into percepts, how its functioning relates to other neural structures and networks, and how its functioning develops/changes through the human lifespan.

2. Link theories of auditory processing to theories of auditory impairments and their neural underpinnings (e.g., tinnitus, auditory neuropathy, auditory processing disorder, etc.).

3. Draw relevant information from primary research articles, synthesize information across studies, and communicate this information effectively. Students will be assessed on the application of these skills through the annotated bibliography and the "Introduction" sections of their research proposal projects.

4. Understand the various theoretical frameworks and methodologies used in current auditory cognitive neuroscience research, use this knowledge to identify gaps or limitations within research, and synthesize novel research ideas.

Required Course Readings

This course will NOT use a textbook. The primary reason for this (other than saving you some money, of course!) is that we will be prioritizing your ability to extract information from original research, as opposed to memorizing content from a textbook that has already done that service for you. This is part of the process of becoming a more critical consumer of information, which is an invaluable skill in a world so inundated with information.

Every week, you will be assigned peer-reviewed scientific articles that must be read **before** coming to lecture - see the course outline section below for a list of the articles. The purpose of these articles is to increase the depth of your knowledge about the topic of that week. There will also be thought papers (worth 2% each; see below) that will ensure that you are: (1) keeping up with your readings, and (2) extracting the relevant information from the articles (more details on this below). **Please note that all assigned readings will be tested on the midterm and final examinations, except for papers indicated as "supplementary".**

All required readings will be available to download through the University of Toronto Libraries system.

Course Webpage

Quercus will contain important course-related announcements, lecture slides (to be posted prior to each lecture), discussion boards to connect you with fellow classmates, and course marks. You should check it regularly for course updates.

Course Assessments

1. THOUGHT PAPERS [TOP 4 PAPERS x 2.5% each = 10%]

To build your ability to consume primary research, we will have 6 thought papers throughout the course (see the schedule below) written in response to that week's assigned readings. Your top 4 thought papers will count towards your final grade. These thought papers will be conducted to ensure that you are up to date on your readings and may participate meaningfully in class. Please note that all assigned papers will be tested on the midterm and final examinations, regardless of whether you have completed all the thought papers.

Content: The thought papers are **not** meant to summarize the readings but rather serve as a stimulus for further thought and/or discussion in class. Your response may contain any of the following:

- a summary of the main or interesting points you took away from the readings
- a critique of the author(s)'s arguments, methodologies, or interpretations of results
- proposals for alternative ways of addressing a research question
- insights you gathered from the paper
- additional questions that the readings sparked in you
- what ideas for theory or experiments they stimulated in you, and so on.

Formatting & Submission Guidelines: Each thought paper should be 1-2 pages in length (approximately 250-500 words), double-spaced, using a 12-point font. You will submit each thought paper to Quercus prior to class (i.e., by 2:59 p.m. on Thursdays). Thought papers will not be accepted if they are submitted late; in such cases, a mark of "0" will be assigned. There are no make-ups for the thought papers as only the top 5 out of 7 thought papers will count towards your final grade; however, the weight of the missed thought paper(s) may be moved to final examination if deemed appropriate by the instructor and proper documentation is submitted. Thought papers are to be completed individually, and the use of any Artificial Intelligence Tools (e.g., ChatGPT) to complete the thought papers is strictly prohibited.

2. RESEARCH PROPOSAL PROJECT [Multiple parts worth 35% in total]

For the final research project, you will complete a research proposal. In keeping with the collaborative spirit of empirical research, you will be working in pairs. The research project culminates in a final paper with a literature review as well as a proposed study. The research proposal project in this course will utilize a "scaffolded" approach, where students will be provided with feedback from the instructor at several stages of the project.

a. Class Activities (5% of course grade):

There will be 5 activities due prior to class to help orient and organize you for the research proposal due at the end of the semester. **Your top 4 activity submissions will count towards your final grade.** Additional information will be provided in class, but here is a summary of the activities that students will be expected to complete:

1. Summary and discussion of base/origin paper for the research proposal.

2. Brainstorming and discussion of ideas for the proposed study

3. Discussion of the literature review for the proposed study and compilation of the article list

4. Brainstorming and discussion of the methodology and research design

5. Open discussion (i.e., everything else): Discussion points, proposed analyses, future directions, limitations & burning questions for the Professor.

Activities will not be accepted if they are submitted late; in such cases, a mark of "0" will be assigned. There are no make-ups for the activities as they are time-sensitive; however, the weight of the activity (1% per activity) may be moved to other components of the research proposal project if appropriate documentation is submitted. Activities are to be completed individually.

<u>b. Annotated Bibliography (10% of course grade):</u>

The annotated bibliography will include list of APA-formatted references meeting the **minimum** threshold of ten articles (5 per person, minimum), and a brief paragraph explaining the goals/value for each research article chosen in relation to the proposed research. You could also explain why an article is relevant to the proposed project if it is not immediately obvious. Upon reading your annotated bibliography, the reader should have a crystal-clear understanding of what you want to study, why it matters, and how your chosen articles help in pursuit of your goal.

<u>c. Final Research Proposal Submission (20% of course grade):</u>

The final proposal should follow the same structure as a scientific article, and include the following sections: Introduction (i.e., literature review, research question, hypotheses, rationales, etc.), Methods (i.e., participants, apparatus, stimuli, variables, research design, procedures, etc.), Proposed Analyses, Expected Results, and References. You may also include appendices with relevant figures, tables, stimuli examples, and other supplementary materials or information.

3. MIDTERM EXAMINATION [20%]

Students will write an in-person midterm examination as an interim assessment of their command of the course material. The midterm will be held during class time in Week 8, covering lecture content and readings from Weeks 1 to 6 (inclusive). Additional information about the content will be announced later in the term.

MAKE-UPS: Any student who misses the midterm will be permitted to take a make-up midterm that will be held approximately one week after the original midterm outside of class time. The exact timing of the make-up midterm will be announced when it is scheduled by the department. Students must submit a Missed Term Work form to the instructor to be eligible to write the make-up midterm. For details on how to submit this form, see below.

3. CUMULATIVE FINAL EXAMINATION [35%]

The cumulative final examination will be in-person, but the date of the final is not announced by the University until the middle of the term. Additional information about the content will be announced after the final examination has been scheduled. You should not make travel plans until you learn the date of your final exams. The date and time of the final exam will be arranged by the Registrar's Office, and the exam must be written as scheduled. In case of illness or extreme emergency at the time of the exam, you should petition for an exam deferral through eService: (https://www.utsc.utoronto.ca/registrar/deferred-exams).

Extensions & Late Penalties

Short extensions may be granted for good reasons, such as illness, conflict of due dates with assignments for other courses, or personal issues; however, extensions will be granted at the instructor's discretion and are not guaranteed. Extension requests must be made before the due date.

If an extension has been granted before an assignment is due, there will be no penalty for lateness. If no extension has been granted, a penalty of 10% per day will applies to late submissions:

10% deduction: 5 minutes – 24 hours late
20% deduction: 24 hours & 5 minutes – 48 hours late
30% deduction: 48 hours & 5 minutes – 72 hours late
40% deduction: 72 hours & 5 minutes – 96 hours late
50% deduction: 96 hours & 5 minutes – 120 hours late (Note: Coursework will not be accepted after 120 hours).

Course Topics Outline (Subject to Revision)

WEEK	TOPIC	CLASS ACTIVITY/DEADLINE
1 – Jan 11	Introduction to PSYC54: Auditory Cognitive Neuroscience	-
2 – Jan 18	Psychoacoustics: Sound and Hearing	Introduction of Research Project
3 – Jan 25	Auditory Subcortical Systems *(Neuroimaging Focus: fMRI)*	Thought Paper #1 & Activity #1 Due at 2:59 p.m.
4 – Feb 1	Auditory Scene Analysis *(Neuroimaging Focus: fMRI)*	Thought Paper #2 & Activity #2 Due at 2:59 p.m.
5 – Feb 8	Auditory Attention and Consciousness *(Neuroimaging Focus: EEG)*	Thought Paper #3 Due at 2:59 p.m.
6 – Feb 15	Auditory Memory (Expectation & Prediction) *(Neuroimaging Focus: EEG)*	Thought Paper #4 & Activity #3 Due at 2:59 p.m.
7 – Feb 22	READING WEEK	
8 – Feb 29	IN-CLASS MIDTERM (3:15 PM – 4:45 PM)	
9 – Mar 7	*Open Work Period for Proposal Project*	-
10 – Mar 14	Audiovisual Integration *(Neuroimaging Focus: MEG)*	Activity #4 Due at 2:59 p.m. & Annotated Bibliography Due at 11:59 p.m.
11 – Mar 21	Speech and Language *(Neuroimaging Focus: MEG)*	Thought Paper #5 & Activity #5 Due at 2:59 p.m.
12 – Mar 28	Auditory Disorders *(Neuroimaging Focus: DTI)*	Thought Paper #6 Due at 2:59 p.m.
13 – Apr 4	*Spillover Lecture and/or Class Choice*	*Final Paper Due on April 5 at 11:59 p.m.*

Course Readings (Subject to Revision)

WEEK	READINGS
1 – Jan 11	Course Syllabus
2 – Jan 18	Basis of the Research Proposal Project: Dahary, H., Rimmer, C., & Quintin, E. M. (2023). Musical beat perception skills of autistic and neurotypical children. *Journal of Autism and Developmental Disorders*, 1-15.
3 – Jan 25	Intro to Neuroimaging in Auditory Research: Lee, A. K., Larson, E., Maddox, R. K., & Shinn-Cunningham, B. G. (2014). Using neuroimaging to understand the cortical mechanisms of auditory selective attention. *Hearing Research, 307*, 111-120. Thought Paper (TP) 1: Zündorf, I. C., Lewald, J., & Karnath, H. O. (2016). Testing the dual-pathway model for auditory processing in human cortex. *Neuroimage, 124*, 672-681.
4 – Feb 1	Supplementary fMRI & PET Primer: Talavage, T. M., Gonzalez-Castillo, J., & Scott, S. K. (2014). Auditory neuroimaging with fMRI and PET. *Hearing Research, 307*, 4-15. TP2: Gurariy, G., Randall, R., & Greenberg, A. S. (2023). Neuroimaging evidence for the direct role of auditory scene analysis in object perception. *Cerebral Cortex, 33*, 6257-6272.
5 – Feb 8	Supplementary EEG Primer: Alain, C., & Winkler, I. (2012). Recording event-related brain potentials: Application to study auditory perception. In D. Poeppel, T. Overath, A. N. Popper & R. R. Fay (Eds.), *The human auditory cortex* (pp. 69-96). Springer New York. TP3: Etard, O., Kegler, M., Braiman, C., Forte, A. E., & Reichenbach, T. (2019). Decoding of selective attention to continuous speech from the human auditory brainstem response. *NeuroImage, 200*, 1-11.
6 – Feb 15	Supplementary Reading for Activity #4: Harmon-Jones, E., & Amodio, D. M. (2012). Electroencephalographic methods in psychology. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Volume 1: Foundations, planning, measures, and psychometrics* (pp. 503–522). American Psychological Association. TP4: Stekelenburg, J. J., & Vroomen, J. (2015). Predictive coding of visual–auditory and motor-auditory events: An electrophysiological study. *Brain Research, 1626*, 88-96.
7 – Feb 22	READING WEEK – NO READINGS
8 – Feb 29	IN-CLASS MIDTERM – NO READINGS
9 – Mar 7	Supplementary MEG Primer: Ahlfors, S. P., & Mody, M. (2019). Overview of MEG. *Organizational Research Methods, 22,* 95-115. TP5 (You can use either/both papers in Weeks 9 & 10 for TP5): Lu, Y., Paraskevopoulos, E., Herholz, S. C., Kuchenbuch, A., & Pantev, C. (2014). Temporal processing of audiovisual stimuli is enhanced in musicians: Evidence from magnetoencephalography (MEG). *PLoS One, 9*, e90686.
10 – Mar 14	TP5 (You can use either/both papers in Weeks 9 & 10 for TP5): Haider, C. L., Park, H., Hauswald, A., & Weisz, N. (2024). Neural speech tracking highlights the importance of visual speech in multi-speaker situations. *Journal of Cognitive Neuroscience, 36*, 128-142.
11 – Mar 21	Supplementary DTI Primer: Nucifora, P. G., Verma, R., Lee, S. K., & Melhem, E. R. (2007). Diffusion-tensor MR imaging and tractography: Exploring brain microstructure and connectivity. *Radiology, 245*, 367-384. TP: Adibpour, P., Lebenberg, J., Kabdebon, C., Dehaene-Lambertz, G., & Dubois, J. (2020). Anatomo-functional correlates of auditory development in infancy. *Developmental Cognitive Neuroscience, 42*, 1-12.
12 – Mar 28	TP6: Husain, F. T., & Khan, R. A. (2023). Review and perspective on brain bases of tinnitus. *Journal of the Association for Research in Otolaryngology, 24,* 549-562.
13 – Apr 4	Supplementary Reading for Research Proposal: APA Manual (7th Edition).

Course Policies

Classroom Conduct and Participation: Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. Any behaviors compromising this environment will not be tolerated and the student(s) and/or individual(s) will be asked to leave.

I work to create an interactive dynamic during my lectures that engages you to think and contribute. I challenge you to use this time to not only become familiar with the content we are discussing, but to also develop your critical thinking skills along with me.

Lecture slides: For your convenience, lecture slides will usually be posted by the evening before a lecture. They will be posted in PDF format in three versions – 1-slide, 3-slide, and 4-slide formats. Lecture slides are not exhaustive, and we will regularly cover important material that extends beyond them during lecture. You are responsible for this material with respect to testing.

Instructional materials are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever.

E-mail policy: In most cases, e-mails will be answered within 72 hours of receipt (not including weekends). The email subject should include our course name and nature of the inquiry. Emails that you send should contain no more than one or two questions and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected).

If you are not used to writing emails in an academic context, I encourage you to review this online resource so that you adopt proper email etiquette now and in the future: https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay

Office hours: Office hours will be conducted by appointment only. You should consider setting an appointment with the instructor's office hours if you: (1) would like to discuss course content in greater detail than can be covered in an email, (2) have an issue with course performance or progress, or (3) would like to discuss the field of psychology/neuroscience and how to get more involved.

Syllabus changes: There may be minor changes made to the syllabus during the term. You will be notified of these changes immediately and no changes will be instituted that dramatically affect your ability to properly prepare for an assessment or examination (e.g., assigning an extra article the day before a reading check is due).

Punctuality: Punctuality to lectures is a sign of respect to your instructor, teaching assistants and fellow students. Tardy students should not ask the instructor or teaching assistants for what they missed from lecture because they can ask a fellow student. Furthermore, a student will not be granted additional time to complete midterm and/or final examinations if they are started late. There will be no accommodations made for students with course or work schedule conflicts.

Masks in the Classroom: While the mask mandate has been paused as of 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.

AccessAbility – Our Commitment

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community.

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 accommodations, please feel free to approach the instructor and/or the AccessAbility Services Office (http://www.utsc.utoronto.ca/ability/) as soon as possible. You instructor will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. AccessAbility Services staff (located in 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.utsc@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.

Equity, Diversity, and 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. The University of Toronto does not condone discrimination or harassment against any persons or communities.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. The C08 team 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 an exam, or in-class assignment) due to a religious observance, please let the instructor know as early in the course as possible, and with sufficient notice (at least 2-3 weeks), so that alternate arrangements could be made.

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

Generative Artificial Intelligence (AI) Tools

Students may use Generative AI-based tools (e.g., ChatGPT) responsibly* as learning aids with due consideration for the quality of the reference, which may be inaccurate, incomplete, or otherwise problematic. Students should, however, consider how the use of these tools may stifle their own learning, given that writing, analytical, and critical thinking skills are core learning outcomes of this course.

*Responsible use of AI-based tools in completing coursework must be done in accordance with the following:

1. Students must clearly identify any use of AI-based tools in their work. Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. Students may not, under any circumstance, submit any writing (copied or paraphrased) generated by an AI-based tool as their own for the purpose of completing assignments in this course. If you include reference material generated by an AI-based tool, it must be cited like any other reference material (with due consideration for the quality of the reference, which may be poor), otherwise it will be treated as plagiarism.

2. Students must ensure that their use of AI-based tools does not violate copyright/intellectual property laws.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters:

http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf

Useful Links & Information

Academic Resources at UTSC

Office of the Registrar	https://www.utsc.utoronto.ca/registrar/
AccessAbility	https://www.utsc.utoronto.ca/ability/welcome-accessability-services
Academic Integrity	https://www.utsc.utoronto.ca/vpdean/academic-integrity-matters
Academic Advising & Career Centre	http://www.utsc.utoronto.ca/aacc/
Writing Support	http://www.utsc.utoronto.ca/twc/
Arts & Sci Co-op Program	https://www.utsc.utoronto.ca/artscicoop/
Academic Learning Support	https://www.utsc.utoronto.ca/ctl/academic-learning-support
Resources for Learning Remotely	https://utoronto.sharepoint.com/sites/UTSC-RemoteAccess
IT Support – Student Helpdesk	Call (416) 287-4357

Statistical Help and Resources

Math and Stats Support at UTSC	https://www.utsc.utoronto.ca/ctl/math-and-stats-support
APA Formatting	https://owl.english.purdue.edu/owl/resource/560/01/
The Centre for Teaching and Learning	https://uoft.me/AcademicLearningSupport

Safety & Well-Being at UTSC

Navi: Mental Health Wayfinder	www.uoft.me/navi
Mental Health Resources	https://www.utsc.utoronto.ca/home/mental-health-resources
Health and Wellnes	http://www.utsc.utoronto.ca/hwc/
Sexual Violence Response	https://www.utsc.utoronto.ca/hwc/sexual-violence-response
Campus Safety	https://www.utsc.utoronto.ca/safety/
Campus Police	Call (416) 978-2222 or 911 in case of emergency

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.

IMPORTANT NOTES TO READ BEFORE YOU SUBMIT

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments.

- Missed Final Exams are handled by the Registrar's Office and should be declared on eService.

- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period - the absence cannot be submitted proactively or retroactively.

- 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.

- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.

- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.

- Back-to-back tests/quizzes are not considered academic 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.

Procedure:

1. Complete the Request for Missed Term Work Accommodations Form ("MTW Form").

2. Email **BOTH** your MTW Form and Supporting Documentation to **olivia.podolak@mail.utoronto.ca** according to the instructions specified in the "Supporting Documentation Requirements and Deadlines" table below.

3. After submitting your documentation, you will receive a response from your instructor. The course instructor reserves the right to decide what accommodations 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.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a _first absence_ in the term	Documentation required for _subsequent absences_ in the term	Deadline for submitting documentation
Illness or Injury	[ACORN](#) Absence Declaration	[UofT Verification of Illness Form](#)	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	[ACORN](#) Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** of the missed work
University-sponsored athletic/artistic obligation at the varsity, provincial or national level	[ACORN](#) Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email.	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	**For missed Term Tests:** - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. **For missed Assignments:** - 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), send your **Accommodation Letter** to the course email and specify 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), **contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.		**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict (e.g., two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		**10 BUSINESS DAYS IN ADVANCE** of the missed work
Religious Conflict	None required		

Additional Notes:

- 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 are able and email it to your instructor.

- If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must <u>repeat</u> the missed term work procedure to request additional accommodations. Please make it clear in your subject line that you are requesting a second accommodation. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a <u>make-up</u> term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above.

- In the case of a missed make-up term test, an opportunity to write a second make-up term test is not guaranteed.