Course Syllabus

Edit

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 KW 110.

Email
stefanoddmn@gmail.com (mailto: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 7	Course Overview and Introductions
Week 2	May 14	Personality Neuroscience: An Overview **Presentation Topic Selection**

Week 3	May 21	Special Guest Speaker
Week 4	May 28	Personality and Neuroimaging
Week 5	June 4	Neuroticism
Week 6	June 11	Extraversion
		Quiz #1 Due
Week 7	June 18	*****Reading Week*****
Week 8	June 25	Openness/Intellect
Week 9	July 2	Intelligence
Week 10	July 9	Agreeableness
Week 11	July 16	Conscientiousness
Week 12	July 23	Behavioral Genetics
		Quiz #2 Due
Week 13	July 30	Beyond Traits
Week 14	Aug. 6	Class Reflections

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 6th. 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 11th at 9:00 am, and Quiz #2 is due on Tuesday, July 23rd 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 6th. 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, Part 1

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. Personality and Neuroscience: An Overview, Part 2

Same as Week 2.

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 Brian 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., Balteau, 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 Reflection

In our final session, we will engage in a meaningful discussion reflecting on the journey we've taken throughout this seminar. This session offers you the opportunity to articulate your thoughts, insights, and takeaways from the course. Take advantage of this opportunity to enhance your participation grade!

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; advanced the group discussion by preparing well-constructed questions; 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; provided enough content material for a worthwhile group discussion.

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

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (**https://uoft.me/pdt-faq (https://uoft.me/pdt-faq)**).

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.

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. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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 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 416-287-7560 or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

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.

Missed Term Work Policy

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

Procedure:

1. Complete the **Request for Missed Term Work Accommodations Form (https://hive.utsc.utoronto.ca/public/psych/mtw/PSY_Missed_Term_Work_Form.pdf)** ("MTW Form").

2. Email **BOTH** your MTW Form and Supporting Documentation to stefanoddmn@gmail.com according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	**Documentation required for a *first absence* in the term**	**Documentation required for *subsequent abs***
Illness or Injury	**ACORN (https://www.acorn.utoronto.ca/)** Absence Declaration	**UofT Verification of Illness Form (https://www.utsc.utoronto.ca/registrar/sites/utsc01/UTSCmedicalcertificate.pdf)**

Bereavement	**ACORN** (https://www.acorn.utoronto.ca/) Absence Declaration	A death certificate or funeral announcement
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	**ACORN** (https://www.acorn.utoronto.ca/) Absence Declaration	A note from a university staff member (advisor, who can substantiate the obligation, sent direct
Disability-related reasons for students registered with AccessAbility Services	For missed ***TERM TESTS,*** - **Contact your AccessAbility consultant** and have them write to the cou accommodations needed. For missed ***ASSIGNMENTS,*** - If your desired accommodation is **within the scope** of your Accommodat includes “extensions of up to 7 days” and you need 3 days), send your **Accom** email and specify how many days extension you are requesting. - If your desired accommodation is **outside the scope** of your Accommoda includes “extensions of up to 7 days” but you need more time than that), **conta consultant** and have them write to the course email detailing the accommodat	
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	
Religious Conflict	None required	

Notes:

- 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** (http://www.utsc.utoronto.ca/registrar/missing-examination) 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 (i.e.) 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 (https://www.utsc.utoronto.ca/registrar/term-work)** .
- 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.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. 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.

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.

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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.