

# MI Resource and Syllabus Guide for Instructors Winter 2024

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## What’s included in this guide?

This document serves as a guide to help you develop your course syllabi and prepare your course. It contains required and optional items, term-specific academic dates, policies, suggestions for alternative policies and language, and information about course development and pedagogical support.

## What are the key dates for Winter 2024?

To guide you in developing your course schedule, please refer to the dates listed below.

|  |  |  |
| --- | --- | --- |
| Date | Academic Milestone | Implications for Instructors |
| January 3 | University re-opens |  |
| January 8 | S-Section courses start | Classes start. Ideally your syllabus is ready and available to students on or before this date. |
| January 22 | Last day to add S-Section Courses | All S-Section course instructors must have assessment methods determined and communicated to students by this date. This includes due dates, assignment descriptions, and assignment weights. This information must also be communicated to the Faculty.Assessment guidelines, rubrics, and dates for returning assessed work can come later. |
| February 19 | Family Day-University closed; no classes |  |
| February 20-23 | Reading Week; no classes |  |
| February 20 | Last day to drop S – (Jan Apr) and Y–Section (Sept-Apr) classes | S- and Y-Section Instructors need to have an assignment worth at least 10% of the final course grade assessed and returned to students by this date OR provide a note in their syllabus that students will not receive assessment before the withdrawal date. |
| March 29 | Good Friday-University Closed; no classes |  |
| April 5 | End of Y–Section (Sept–Apr) classes |  |
| April 8 | At the instructor’s discretion, classes scheduled on Fridays will hold their last class on this day to make up for class missed due to the Good Friday holiday. | Instructors wishing to have a Monday make-up day should email Carol Ng carol.ng@utoronto.ca as soon as possible t book a room. This date needs to be listed in the course syllabus as an instructional day. |
| April 9 | Study Day |  |
| April 10-30 | Final Exams & Final Assessments in S- and Y-section courses | If you wish to schedule a final exam for your S- or Y- Section course, it will be held during this period. Please communicate with Student Services about scheduling the exam and your syllabus should state Final Exam – date TBD as the date will be set by student services |

## What items are required to include in my syllabus? What items are optional to include in my syllabus?

Below, you’ll find a list of the different items to include or consider including in your syllabus. Of course, this is in addition to whatever else you feel should be a part of this important document. To help you navigate across these many items, we’ve included both a condensed list of items, as well as the details and policies related to each item listed here:

### Required Items List

1. Course Description
2. Course Learning Outcomes (CLOs)
3. Course Objectives (optional)
4. Relationship between Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs)
5. Articulation of how Assignments and Activities Assess Attainment of Course Learning Outcomes
6. Deadlines and weights for student assessments
7. Missed Tests/Exams and Late Assignments
8. Grading Policies
9. Accommodations
10. Academic Integrity
11. Writing Support
12. Declaring an Absence in Acorn
13. Academic Dates & Deadlines

**Optional Items List**

* 1. Statement of Acknowledgment of Traditional Land **(Inclusion strongly encouraged)**
	2. Equity, Diversity, and Inclusion (EDI) Statement, Complaint Process, and Tri-Campus Office Information
	3. Learning Hub – Description of Student Supports
	4. Statement on Copyright (including language for recording of online and in-person course material and class sessions)
	5. Student Code of Conduct Notice
	6. Use of Generative AI in Assignments Policies

## What policies and recommendations should guide the development of each item on my syllabus?

### Required Syllabus Items Details

#### Course Description

* + Instructors should copy and paste the [official course description from the iSchool website](https://ischool.utoronto.ca/current-students/programs-courses/courses/).
	+ Instructors may supplement the official description with an expanded description tailored to their version of the class. (Course Objectives)

#### Course Learning Outcome

* + - The Course Learning Outcomes describe the knowledge, skills, and/or competencies that students should have or be able to demonstrate upon completion of the course. Most courses will have a mix of different kinds of outcomes. CLOs are approved by the Programs Committee and can only be changed through the governance process.
		- If there is no syllabus for your course on the iSchool website from which to copy Course Learning Outcomes, contact Anna Oh (anna.oh@utoronto.ca), who will provide them to you.
		- For more information on defining student learning outcomes, see [Faculty of Information Policy on Defining Student Learning Outcomes in Course Syllabi (PDF)](https://ischool.utoronto.ca/wp-content/uploads/2016/11/policy_on_student_learning_outcomes_01.pdf).

#### Course Objectives (optional)

* + - The course objectives describe what the instructor plans to present or deliver in the course. This is how you are interpreting the official course description for this iteration of the course.

#### Relationship between Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs)

* + - Identify the [MI Program Learning Outcomes](https://ischool.utoronto.ca/areas-of-study/master-of-information/) that are relevant to your course and provide (in a paragraph or the table below) how the CLOs align with the PLOs.

Table: Relationship between MI Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| MI Program Learning Outcomes (PLOs) | CLO 1 contributes to these PLOs | CLO 2 contributes to these PLOs | CLO 3 contributes to these PLOs | CLO 4 contributes to these PLOs | CLO 5 contributes to these PLOs | CLO 6 contributes to these PLOs |
| PLO 1 |   |   |   |   |   |   |
| PLO 2 |   |   |   |   |   |   |
| PLO 3 |   |   |   |   |   |   |
| PLO 4 |   |   |   |   |   |   |
| PLO 5       |   |   |   |   |   |   |
| PLO 6 |   |   |   |   |   |   |

#### Articulation of how assignments and activities assess attainment of course learning outcomes

* + - For each course learning outcome, there should be a clear articulation of how students will demonstrate that they have achieved it (for example through assignments, presentations, class activities, discussions, etc.).
		- The following table may be used for presenting your assignments and articulating their relationship to Course Learning Outcomes (CLOs).

Table: Relationship between Course Learning Outcomes (CLOs) and assignments/activities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Expectations / Learning Outcomes | Assignment / Activity 1 | Assignment / Activity 2 | Assignment / Activity 3 | Assignment / Activity 4 | Assignment / Activity 5 (etc.) |
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#### Deadlines and weights for student assessments

* + - Your syllabus must include the deadlines and weightings of all assessments, e.g., tests, assignments, presentations, group projects, participation, and exams.
		- The assessment percentages must add up to 100%.
		- Exams are scheduled by Student Services in the exam period.
		- If you will not assess and return 10% of the final grade before the drop deadline, then you must include this disclaimer in your syllabus:
		- “Students will not receive feedback on assessed material totaling at least 10% of their final grade before the drop deadline.”
		- You may use the following table to display communicate your assessments to students:

Table: Evaluation Components

|  |  |  |  |
| --- | --- | --- | --- |
| Component # | Value (%) | Date | Description |
|  |  |  | ex. if discussion board/online activity/live webinar/tutorial participation, identify what quality engagement entails and expectations for frequency, length, nature of engagement (ex., students are encouraged to read and respond to peers’ comments; students need to complete weekly online activities by the deadline set in the course schedule). Provide grading scheme or rubric in an appendix to the syllabus. |
|  |  |  | ex: if research paper, identify page or word limit, format and style (e.g., APA), other requirements. Provide grading scheme or rubric in an appendix to the syllabus. |
|  |  |  | ex: if a presentation, specify time limit, allowable aids, etc. Provide grading scheme or rubric in an appendix to the syllabus. |
|  |  |  | ex: if final exam, specify format (take home, online time-based, in person), timing will occur during exam period (specific date and time TBC by Registrar’s Office), format of questions (essay, short answer, etc.), any allowable aids, other instruction. |

**When developing the assessment scheme for your course, the following guidelines must be followed:**

* + F- and Y- Section Instructors must provide a percentage value for each course component with due dates by January 22.
	+ “Students should have access to commentary on assessed work and an opportunity to discuss assessment with instructor” – please ensure students have access to feedback even when due dates fall close to the end of the course. Please indicate when and how feedback will be provided.
	+ All methods of evaluation must be outlined clearly within the syllabus and must total 100%
		- **As per Section 1.3 of the University Assessment and Grading Practices Policy** “After the methods of evaluation have been made known, you may not change them or their relative weight without the consent of a simple majority of students attending the class, provided the vote is announced no later than in the previous class.” Any changes must be reported to both Anna Oh and ADTL Olivier St-Cyr.
		- **As per Section 5 of the University Assessment and Grading Practices Policy** Students have the right to appeal their final grades. Failure of an instructor to conform to the University Assessment and Grading Practices Policy is normally grounds for a successful appeal. As Appeals are heard after the end of the term for which they were contracted, Sessional Instructors whose students appeal their grade will be compensated for their participation in the appeals process.

### Missed Tests/Exams and Late Assignments

Include your policy for missed exams and late assignments.

* + Instructors set their own late policy.
	+ There is no obligation to accept late work.
	+ Students cannot be penalized for late work if the penalty is not specified in the syllabus.
	+ Consideration for missed exams must be done in consultation with Student Services.
	+ As examples, consider specifying:
		- What (if any) policies should apply for late submission (e.g., x% reduction per day; timing by which late submission will no longer be accepted; supporting documentation required using the Absence Declaration Tool in ACORN; etc.)
		- Any restrictions on extensions (e.g., requests for extension made after the due date will not be considered; extension requests must made x days in advanced of due date)
		- Procedures for missed tests or presentations (e.g., with appropriate documentation using the Absence Declaration Tool in ACORN, an alternative date may be scheduled)

### Grading Policies

Please consult the Faculty of Information’s resources that will form the basis for grading in the course.

1. [Grade Interpretation Guidelines (PDF)](http://ischool.utoronto.ca/wp-content/uploads/2020/08/grade_interpretation_revised_August2020.pdf)
2. [University Assessment and Grading Practices Policy](http://www.governingcouncil.utoronto.ca/Assets/Governing%2BCouncil%2BDigital%2BAssets/Policies/PDF/grading.pdf)
3. [Guidelines on the Use of Incomplete (INC), Standing Deferred (SDF), & Withdrawal (WDR)](https://www.sgs.utoronto.ca/policies-guidelines/inc-sdf-wdr)

NOTES for Instructors on Grading in Quercus:

* + - All Faculty must purposefully HIDE all final grade calculations on Quercus. Final grades must not be viewed by students on Quercus.
		- Grades are not considered ‘final’ until they have been posted to ROSI/ACORN which occurs after review and approval by the Associate Dean. Instructors may not release final grades (or marks related to the final component of work in a course, e.g. overall assessment, participation mark, or final term work/exam) to students via Quercus gradebook or otherwise UNTIL final grades have received and all approvals are posted to ROSI/ACORN.
		- Using Quercus for Letter Grades
		- It is recommended that you do not enter letter grades in the Gradebook or SpeedGrader, unless you follow the steps in the [Entering Letter Grades in Quercus guide (PDF)](https://q.utoronto.ca/courses/46670/files/1491305/download?verifier=kUM7zAdKmQrC2xzxi8ERKT5jr%20hFgSG6eVngjOUyg&wrap=1) created by the Faculty of Arts & Science. This document outlines the technical issues and provides important and clear instructions on how to mitigate and work around them.

### Accommodations

Students with diverse learning styles and/or accessibility 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, student services and/or the Accessibility Services Office as soon as possible. Students who believe they require accommodations and are unsure where to begin can speak to an academic advisor in student services for guidance and referrals.

Accessibility Services staff are available by appointment to assess specific needs, provide referrals to supportive services and arrange appropriate accommodations.The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course. Once you have obtained an accommodation plan from Accessibility Services, please share your accommodation letter with your instructor and student services.

Students who have already obtained accommodations from the Accessibility Services Office are encouraged to share their letter with their instructor and with student services in the first week of class. Students should discuss potential accommodations in consultation with their Accessibility Advisor and instructor to understand what may be possible and how the instructor wishes to be informed when an accommodation needs to be actioned. It is the student’s responsibility to discuss any extension requests, where possible, in advance of course deadlines.

To book an appointment with an Accessibility Advisor, please connect with the Accessibility Services front desk via email at *accessibility.services@utoronto.ca* or call (416) 978-8060. Consultation appointments are available to discuss any questions about the Accessibility Services registration process and/or potential accommodation support. The on-location Accessibility Advisor at the Faculty of Information is Michael Mercer.

Weekly drop-in appointments are available with Michael for registered students. For more information, visit [Accessibility Services](http://www.studentlife.utoronto.ca/as) and find his name under the Contacts section.

### Academic integrity

Please consult the University’s site on [Academic Integrity](http://academicintegrity.utoronto.ca/). The Faculty of Information has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the [University’s Code of Behaviour on Academic Matters (PDF)](https://governingcouncil.utoronto.ca/system/files/2020-03/Code%20of%20Behaviour%20on%20Academic%20Matters%20July%201%202019.pdf). You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the resource [How Not to Plagiarize (PDF)](http://advice.writing.utoronto.ca/wp-content/uploads/sites/2/how-not-to-plagiarize.pdf).

Cite it Right covers relevant parts of theU of T [Code of Behaviour on Academic Matters (1995)](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is expected that all Faculty of Information students complete the [Cite it Right module and the online quiz](https://q.utoronto.ca/courses/156688/modules/622216) prior to the second week of classes of their first term.

### Writing Support

As stated in the Faculty of Information’s Grade Interpretation Guidelines, “work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects.” With this in mind, please make use of the writing support provided to graduate students by the [SGS Graduate Centre for Academic Communication](https://www.sgs.utoronto.ca/resources-supports/gcac/). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current [SGS Workshops Schedule](https://www.sgs.utoronto.ca/resources-supports/gcac/workshops/) for more information.

### Declaring an Absence in ACORN

Students who miss an academic obligation and wish to seek academic consideration in a course may declare an absence using the ACORN Absence Declaration Tool. Students who declare an absence in ACORN should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation. Students can only use the ACORN Absence Declaration Tool once per academic term (e.g., the fall term) for a maximum period of 7 consecutive calendar days.

The ACORN Absence Declaration Tool requires students to select the course(s) they wish to have academic consideration granted, as well as provide the email address(es) to whom their course syllabus identifies as the contact (e.g., instructor, advisor). A record of the absence is sent to the self-provided email(s) at the time of submission, and a receipt of the absence declaration is also sent to the student’s University of Toronto email address.

Submitting an absence declaration does not initiate the process of academic consideration. It is the student’s responsibility to arrange for academic consideration by contacting the course instructor using the contact information provided in the syllabus.

Students who have already used one absence declaration in a term will be restricted from declaring any further absences using the ACORN Absence Declaration Tool. Students are required to arrange any further academic consideration directly with their instructor and / or student services advisor. Students may be asked to provide supporting documentation as evidence of their absences such as the University approved verification of illness form (VOI).

### Academic Dates & Deadlines

[Academic Dates & Deadlines](https://ischool.utoronto.ca/current-students/academic-resources/academic-calendar)

Conflicts with religious observances should be brought to the attention of the course instructor and the Office of the Registrar and Student Services no later than the second week of classes. For more information, please see the [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances.](https://governingcouncil.utoronto.ca/secretariat/policies/religious-observances-policy-scheduling-classes-and-examinations-and-other)

### Optional Syllabus Items Details

### Statement of Acknowledgement of Traditional Land

* Please note that this is a strongly encouraged inclusion.

The following is the [University approved land acknowledgement statement](https://indigenous.utoronto.ca/about/land-acknowledgement/) for official ceremonies (Ceremonial Committee, Governing Council):

“I (we) 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.”

See also, the [Faculty of Information’s Commitment to the Findings and Call for Action of the Truth and Reconciliation Commission (PDF)](https://ischool.utoronto.ca/wp-content/uploads/2017/11/iSchools-TRC-Commitment.pdf) that was approved at the Feb. 4, 2016 Faculty Council.

### Equity, Diversity, and Inclusion (EDI)

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 **Equity, Diversity, and Inclusion Unit (EDIU) at the School of Information**, in collaboration with U of T community members, works to promote and encourage an equitable and inclusive work and classroom environment, free from discrimination and/or harassment based on any of the code grounds. The EDI Unit is responsible for developing and delivering EDI programs and services, works with all stakeholders, and provides confidential services. Key areas of services include:

* Training and educational opportunities
* Community building and engagement
* Systemic change initiatives
* Providing confidential advice/consultations
* Provide a variety of [EDI Resources](https://ischool.utoronto.ca/current-students/wellness-learning-supports/edi-resources/)
* Supports with resolving concerns of discrimination and/or harassment

#### EDIU Complaints Resolution Assistance Process

* Meet with individuals (all stakeholders) to listen and discuss concerns or questions related to any of the human rights protected grounds
* A complaint is not necessary to approach the EDI Director with questions or to seek information
* Talk about options available for resolution assistance, including informal and formal complaint options
* Provide referrals or liaise with other departments or stakeholders where necessary
* Maintain confidentiality of queries that people bring forward as legally required. **Limitations to confidentiality are discussed if safety is raised**
* No steps are taken to address a complaint without consent

Please note, there will be changes to this process in the near future; however, if you do have any questions/concerns, feel free to reach out to ediu.ischool@utoronto.ca.

### U of Toronto Tri-Campus Equity Offices

Our [Equity Offices](https://people.utoronto.ca/inclusion/resources/) play a pivotal role in fulfilling the University of Toronto's commitment to equity and excellence. Unique to our institution, these specialized Equity Offices stand as a testament to our dedication.

* + - [Accessibility For Ontarians With Disabilities Act Office (AODA)](https://people.utoronto.ca/inclusion/accessibility/)
		- [Anti-Racism & Cultural Diversity Office (ARCDO)](https://antiracism.utoronto.ca/)
		- [Family Care Office (FCO)](https://familycare.utoronto.ca/)
		- [Office of Indigenous Initiatives (OII)](https://indigenous.utoronto.ca/)
		- [Sexual & Gender Diversity Office (SGDO)](https://sgdo.utoronto.ca/)
		- [Sexual Violence Prevention & Support Centre (SVPSC)](https://www.svpscentre.utoronto.ca/)

#### Related Offices

* + - [Community Safety Office](https://www.communitysafety.utoronto.ca/)
		- [First Nations House - UofT Student Life](https://studentlife.utoronto.ca/department/first-nations-house/)
		- [Wellness – The Division of People Strategy, Equity & Culture](https://people.utoronto.ca/culture/wellness/)
		- [Multi-Faith Centre for Spiritual Study & Practice - UofT Student Life](https://studentlife.utoronto.ca/department/multi-faith-centre-for-spiritual-study-practice/)
1. **Learning Hub**

The Faculty of Information Learning Hub can support your learning in this course in a range of ways. We offer programs, workshops, and services, as well as a physical place – on the 4th floor of Bissell – for gathering, seeking help, finding resources, studying, creative making, relaxing, playing and collaborating​. Additionally, we provide a [Virtual Learning Hub](https://q.utoronto.ca/courses/156688) that provides resources and sign-ups for services and events.​ Below is an abbreviated list of our services:

* **Tutors**: The Learning Hub offers one-on-one tutoring services to support writing, research, and technical skills. You can learn more about our tutors’ specific areas of expertise, how they can support you, and sign up for individual tutoring on our [Writing, Research & Technical Skills Support](https://q.utoronto.ca/courses/156688/pages/writing-research-and-technical-skills-support-at-the-learning-hub) page. They can help you with assignments for this course at any stage – conceptualizing and planning, drafting, refining, and even after you have received your mark, to help you understand your instructor’s comments and plan for your next assignment.
* **iSkills Workshops**: The iSkills co-curricular workshop series is an expansive program that addresses scholarly, professional, and technical competencies aligned with Faculty of Information academic programs. Visit the [iSkills information](https://ischool.utoronto.ca/iskills/) to view the current roster of workshops and learn more about the program.
* **TechLoans:** We offer an extensive [list of technology](https://ischool.utoronto.ca/current-students/wellness-learning-supports/technology-loans/) that you can check out on a temporary basis for academic purposes.
* **Sandbox:** Look for activities, games, and mindfulness resources in the Sandbox area of the Learning Hub. We hope these provide a productive and rejuvenating distraction, when you need a break from your work!
* **Library Support:** The University of Toronto Libraries (UTL) provides a liaison to the Faculty of Information, who is familiar with the specific needs of our students. Yoonhee Lee can connect you to UTL resources, services, and tools, as well as support you with research projects, citation management, and other research-related tasks.
* **Cite it Right**: All incoming students must complete the [Cite it Right online workshop and quiz](https://q.utoronto.ca/courses/156688/modules#module_622216) within the month of September.  Cite it Right, with its focus on academic integrity, was designed to familiarize students with the University's *Code of Behaviour on Academic Matters* and, more generally, help them build confidence as they work with sources. Both the workshop and quiz are located in the Virtual Learning Hub.  Please note that the Dean's Office monitors the completion of these modules, as well as quiz scores.
1. **Statement on Copyright**

Faculty may wish to include a statement to put on their syllabus that outlines how their course postings are their own intellectual property. UTM’s [Advice for Preparing Course Syllabi at UTM (PDF)](https://www.utm.utoronto.ca/tlc/media/405/download?inline) provides the following example of such a statement, which you may choose to adopt or adapt for your own purposes.

Please be advised that the intellectual property rights in the material referred to on this syllabus, and posted on the course site, may belong to the course instructor or other persons. You are not authorized to reproduce or distribute such material, in any form or medium, without the prior consent of the intellectual property owner. Violation of intellectual property rights may be a violation of the law and University of Toronto policies and may entail significant repercussions for the person found to have engaged in such act. If you have any questions regarding your right to use the material in a manner other than as set forth in the syllabus, please speak to your instructor.

Instructor Recordings

You may include suggested text below or your own policy to be followed.

Privacy Language for Course Syllabi

The FIPPA office has developed language for course instructors to use in course syllabi. This language is intended to accomplish two objectives:

1. To notify students that their participation in an online course will be recorded
2. To provide options for faculty to inform students of appropriate use for course materials

*Example 1:* Notice of video recording and sharing (Download and re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

*Example 2:* Notice of video recording and sharing (Download permissible; re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

#### In Class Student Recording of Course Content - Copyright Notice for Syllabi

Below are sample statements granting or withholding permission for the recording of lectures that may be modified to suit your particular teaching context. Please contact CTSI if you have any questions about appropriate phrasing.

*Example 1:* Instructor Permits Audio Recordings (No Distribution Rights)

Students may create audio-recordings of the lectures for their personal use. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class.

Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you.

In accordance with the Accessibility for Ontarians with Disabilities Act, 2005, persons who have special needs will be accommodated.

Students agree to the following terms when creating audio recordings of lectures:

* Recordings are not to be distributed without the permission of the instructor via the Internet, using social media such as Facebook, peer-to-peer file sharing such as One Drive or Dropbox, or other distribution channels
* Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor permits for other reasons.

Non-compliance with these terms violates an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

*Example 2:* Instructor Forbids Audio Recordings

Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures.

Students creating unauthorized audio recording of lectures violate an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Course videos may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Recordings may be saved to students’ laptop for personal use.

Because recordings will be provided for all lectures, students may not create additional audio or video recordings without written permission from the instructor. Permission for such recordings will not be withheld for students with accommodation needs.

1. **Student Code of Conduct**

All students registered at the University of Toronto are required to conduct themselves in a respectful manner. The Code of Student Conduct applies and will be enforced regardless of the physical location where students are undertaking their studies. For more information, see [Code of Student Conduct (December 13, 2019)](https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019) from The Office of the Governing Council, Secretariat.

1. **Use of Generative AI in Assignments**

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting, are proliferating and becoming ubiquitous. This includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies. There are now hundreds of these systems that are readily available. AI assistants are becoming more proficient at:

* Creating an outline for a paper, or bullet points and graphics for slides.
* Writing longer coherent prose in multiple languages.
* Providing explanations or ideas for a literature review with mostly accurate citations.
* Summarizing longer articles, text, or a corpus of texts.
* Suggesting a response to a question, such as on a short answer or multiple-choice test, or for a discussion board posting.
* Translating text more accurately.
* Creating computer code in multiple languages.
* Assisting users with formulas inside applications such as Excel.

These are only a few examples. Many AI assistant applications give the user a choice of templates (e.g., email, essay, memo, plan) and a choice of tone to tailor the generated text to the user’s need.

We strongly encourage you to familiarize yourself with the type of functionality these systems offer and to have a conversation with your class about these technologies, in addition to including language about these technologies on your syllabus. You may also find this [ChatGPT and Generative AI in the Classroom FAQ](https://www.viceprovostundergrad.utoronto.ca/strategic-priorities/digital-learning/special-initiative-artificial-intelligence/) helpful which contains up to date information on use of the technology, including the institutional stance on detectors.

We recognize that some instructors may want to allow, or even encourage, their students to use these technologies, and others may want to prohibit their use. The following suggested statements are intended to help you shape the message you provide to your students on a course syllabus and/or on assignment instructions to reinforce a shared understanding of what is, and is not, allowed.

Can use Generative AI tools ****

In indicating on a syllabus and/or assignment instructions that students may use generative AI, the instructor should decide to what degree and on which assignments the students may use these tools. This is similar to indicating to students when they may collaborate, and to what degree, with their classmates, and when an assignment should be solely their own work.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

* + 1. Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials.
		2. 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.
		3. Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content.
		4. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., [How do I cite generative AI in MLA style?)](https://style.mla.org/citing-generative-ai/)
		5. Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Note that some generative AI applications may require a subscription fee. Please consider offering students a choice to opt-out of using a system if they have concerns about the cost, privacy, security or other issues related to the technology.

Can use Generative AI in certain instances or specific ways ****

It is important to be very specific about the boundaries and limitations of artificial intelligence use in completing course work, if there are boundaries you want to set. Please consider the difficulty for students, who are trying to navigate AI rules in multiple courses before setting up elaborate limitations in your course. However, there are reasons why you may want, or need, students to engage with generative AI tools in a specific way or on a specific assignment.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

* + 1. Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.
		2. 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.
		3. Students may not use artificial intelligence tools for taking tests in this course, but students may use generative AI tools for other assignments.
		4. Students may use the following, and only these, generative artificial intelligence tools in completing their assignments for this course: …. No other generative AI technologies are allowed to be used for assessments in this course. If you have any question about the use of AI applications for course work, please speak with the instructor.

**Cannot use Generative AI **

In indicating on a syllabus that students may not use generative artificial intelligence, the instructor should decide to what degree and on which assignments the students may not use these tools. This is similar to indicating to students when they may, or may not, collaborate with classmates and to what degree. Note that as AI tools become incorporated into commonly used systems (e.g., Google docs), it will become increasingly important to be clear about what functionalities are allowed or disallowed in your course.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

* + 1. The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
		2. 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.
		3. Representing as one’s own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
		4. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
		5. The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
		6. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

## What resources and supports are there for instructors?

### The Learning Hub

The Faculty of Information Learning Hub team is made up of teaching and learning experts who are available for individual instructor consultations. We encourage instructors to reach to us for support in the following areas:

Joanna Lau, Educational Developer​:

* + Universal Design for Learning (UDL)
	+ Accessibility
	+ Technology and Accessibility Support Assistants (TASA) support (see below)

Anna Oh, Program, Technology & Student Services Administrator​:

* + Quercus
	+ Technological tools for learning (borrowing and support)
	+ Educational software
	+ Student services resources

Malayna Bernstein, Learning Hub Director (on leave)

* + Pedagogical and curricular design
	+ Assessment and evaluation
	+ Culturally responsive and sustaining teaching

Yoonhee Lee, University of Toronto Libraries (UTL) Liaison Librarian

* + UTL resources, services, and tools
	+ Research projects

In addition to consultations, the Learning Hub team maintains the [Faculty of Information Remote Support for Teaching (FIRST) Quercus site](https://q.utoronto.ca/courses/159831), which provides links to and information about resources within the Faculty and across the University. If you are new to teaching in the FoI, you will receive an invitation to join FIRST, or you can email the Learning Hub team to request access.

#### Technology and Accessibility Support Assistants (TASAs)

Technology and Accessibility Support Assistants (TASAs) are students with expertise in technology and accessibility who can support instruction in these areas (as distinct from Teaching Assistants, who more broadly support instruction within your specific disciplinary context). Fully online courses are eligible for a dedicated TASA, and TASAs can help with occasional support for in-person courses. You can learn more about how TASAs can support instruction on the [TASA Overview page](https://q.utoronto.ca/courses/159831/pages/technical-and-accessibility-support-assistants-tasas-fall-2022) in the Virtual Learning Hub.

### Office of the Registrar & Student Services (ORSS)

ORSS is made up of a team of individuals committed to facilitating students’ academic experience here at the Faculty and University as a whole. Instructors are encouraged to reach out to support them in managing difficult situations, accessibility accommodations, students in distress etc.

In addition to performing registrarial functions (the nuts and bolts of university registration), we are also the student’s first stop for academic, financial, personal, and general advising, and are here to assist students experiencing any difficulties that might have an impact on academic work, such as illness, a family emergency, or financial problems.

**Additional Resources for Instructors from across the University**

* [Guidelines for Developing a Course Syllabus](https://teaching.utoronto.ca/resources/developing-a-course-syllabus/)
* [Continuity planning](http://teaching.utoronto.ca/teaching-support/strategies/continuity-planning/)
* [Experiential Learning Hub](https://experientiallearning.utoronto.ca/) (includes information about using a nondisclosure agreement (NDA) in courses)
* If you are using a plagiarism detection tool, please review the information about the [Plagiarism Detection Tool](https://teaching.utoronto.ca/resources/plagiarism-detection/), including mandatory syllabus statement.

### Syllabus Repository

Course syllabi are the intellectual property of the instructor that produce them. Course outlines are collected by the Faculty for governance, accreditation, and reporting purposes. Course syllabi may also be used by the Faculty for transfer credit purposes. All other uses of the collected syllabi require the explicit permission of the instructor.

Instructors have the option of making their syllabus available on the Faculty website connected to the course description.

Faculty who agree to have their syllabus put as a public facing document should consider adding a statement about intellectual property to their syllabus.

Points to consider include specifying permitted uses:

* + Can anyone wishing to construct or teach a related course make use of your syllabus?
	+ Can your syllabus be reposted elsewhere?
	+ Do you reserve the rights of use?
	+ Would a [creative commons license](https://creativecommons.org/licenses/) be appropriate?

As well, instructors may wish to consider if there are components of the syllabus that they distribute to students (phone numbers, personal email addresses, rubrics, etc.) that are private or confidential and submit a version of the syllabus without those elements for public archiving.