



UTM Academic Policies Handbook 2023-24

Revised September 2023

1	INTRODUCTION AND RELEVANT UNIVERSITY POLICIES.....	1
1.1	INSTRUCTIONAL SUPPORT	1
1.2	OVERVIEW OF POLICIES GOVERNING ACADEMIC MATTERS.....	1
1.2.1	<i>Statement of Institutional Purpose</i>	1
1.2.2	<i>Code of Behaviour on Academic Matters</i>	2
1.2.3	<i>Code of Student Conduct</i>	2
1.2.4	<i>University Assessment and Grading Practices Policy</i>	2
1.2.5	<i>Copyright</i>	2
1.2.6	<i>Freedom of Information and Protection of Privacy Act (FIPPA) & Privacy Practices</i>	2
1.2.7	<i>Conflict of Interest and Close Personal Relationships</i>	3
2	STUDENT RIGHTS	3
2.1	PRIVACY	4
2.2	SOCIAL MEDIA.....	4
3	BEFORE THE TERM: PREPARING FOR YOUR COURSE.....	5
3.1	PREPARING THE COURSE SYLLABUS.....	5
3.1.1	<i>Contact Information</i>	5
3.1.2	<i>Office Hours</i>	5
3.1.3	<i>Assessment Requirements</i>	5
	Number of Assessments.....	5
	Assignment Weights and Due Dates	6
	Assignment Return Date	6
	Assignment Submission Policy and Late Penalties	7
	Tests Scheduled Outside of Regular Class Times.....	7
	Missed Tests and Re-grading.....	7
	Plagiarism Detection	8
3.1.4	<i>Equity and Academic Rights</i>	8
3.1.5	<i>Submitting the Course Syllabus</i>	8
3.1.6	<i>Modifying the Approved Syllabus</i>	8
3.2	HIRING AND SUPERVISING TEACHING ASSISTANTS.....	9
4	DURING THE TERM: ENROLMENT	9
4.1	STUDENTS REQUESTING ATTENDANCE IN ALTERNATE SECTIONS	10
4.2	STUDENTS REQUESTING ATTENDANCE WITHOUT ENROLMENT	10
5	DURING THE TERM: CONDUCTING YOUR COURSE	10
5.1	MISSING OR CANCELLING A LECTURE	10
5.2	SCHEDULING A CLASS MEETING IN A DIFFERENT DELIVERY MODE.....	10
5.3	CANCELLING CLASSES DUE TO UNIVERSITY CLOSURES	11
5.4	STUDY BREAK AND READING WEEK	11
5.5	USE OF ELECTRONIC DEVICES IN CLASS	11
5.6	TAPING/RECORDING/PHOTOGRAPHING LECTURES	12
6	DURING THE TERM: TESTS, GRADING, AND ACCOMODATIONS	12
6.1	TERM TESTS	12
6.1.1	<i>Missed Term Tests</i>	12
6.2	RE-GRADING TERM WORK	13
6.3	ACCOMMODATIONS FOR COURSE CONFLICTS	14
6.4	ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES	14
6.5	ACCOMMODATIONS FOR STUDENTS WITH DISABILITY	15
6.6	DECLARATION OF TEMPORARY ABSENCE.....	16
6.7	EXTENSIONS OF TERM WORK DEADLINES AFTER THE END OF TERM	16
7	DURING THE TERM: ACADEMIC INTEGRITY	16

7.1	IDENTIFYING ACADEMIC OFFENCES AND OBTAINING ASSISTANCE	16
7.2	HANDLING AN ALLEGED OFFENCE.....	17
8	COURSE EVALUATIONS	18
9	EXAMS.....	18
9.1	EXAM INVIGILATION.....	19
9.2	INSTRUCTOR-ADMINISTERED EXAMS.....	19
9.3	PUBLICATION OF EXAM	20
9.4	EXAM CONFLICTS AND ACCOMMODATION FOR RELIGIOUS OBSERVANCE.....	20
9.5	MISSED FINAL EXAMS	21
9.6	EXAM RE-GRADING	21
10	AFTER THE TERM: FINAL GRADES AND PETITIONS	21
10.1	FINAL COURSE GRADES	21
10.1.1	<i>Grade Distribution Guidelines.....</i>	<i>22</i>
10.1.2	<i>Submission of Final Grades.....</i>	<i>22</i>
10.1.3	<i>Releasing Final Grades</i>	<i>23</i>
10.2	REQUESTS FOR FINAL GRADE CHANGES	23
10.3	RETAINING STUDENT WORK.....	23
10.4	PETITIONS.....	23

1 INTRODUCTION AND RELEVANT UNIVERSITY POLICIES

Your work as an instructor will be governed by several important policies. This Handbook connects the relevant policies to important points in the design and delivery of a course. It is organized by task, roughly ordered in the sequence in which you will encounter these tasks during an instructional session.

1.1 Instructional Support

As it focuses on policy, this Handbook does not provide advice on classroom best practices or links to non-policy resources. The [UTM Library's Teach Anywhere site](#) provides tips and resources for implementing a successful course. Furthermore, instructional support can be obtained from several units on campus. By submitting a ticket to https://uoft.service-now.com/utm_teach, you will be routed to the appropriate team. Alternately, you can contact a team directly:

Pedagogy Support

Request a one-on-one consultation with an educational developer for support with course design or redesign, inclusive pedagogies, assignment design, rubric creation, syllabus review, scholarship of teaching and learning (SoTL) projects, teaching dossiers, or to [request a formative teaching observation](#).

Email: eddev.utm@utoronto.ca

Website: <https://www.utm.utoronto.ca/asc/faculty-instructors>

Instructional Technology Support

Request a consultation for assistance with Quercus (the Learning Management Engine used at University of Toronto Mississauga) and related instructional technologies.

Email: utml.instructech@utoronto.ca

Phone: 905-601-8859

Website: <https://utm.library.utoronto.ca/services/instructional-technology>

Classroom Technology:

Request help with various technologies used in the classroom and teaching.

Email: helpdesk.utm@utoronto.ca

Phone: 905-569-4300

Website: <https://www.utm.utoronto.ca/iits/>

1.2 Overview of Policies Governing Academic Matters

As background, the following are the principal policies governing academic matters at U of T. There is also a [Policies & Guidelines](#) page available on the Division of People Strategy, Equity, and Culture website containing a full list of policies relevant to working at U of T.

1.2.1 Statement of Institutional Purpose

[The Statement of Institutional Purpose](#) provides the over-arching policy framework within which the

University operates. It includes the University's mission, purpose, and objectives in the areas of research and teaching, undergraduate and graduate education, and life-long learning.

1.2.2 Code of Behaviour on Academic Matters

[The Code of Behaviour on Academic Matters](#) governs matters of academic integrity at U of T, including the procedures to be followed if you suspect a student has committed an academic offense. An excerpt from the University's Code of Behaviour on Academic Matters is reproduced [in the UTM Academic Calendar](#).

It is extremely important that instructors spend some time in class discussing the importance of academic integrity and describing the nature of academic offences likely to arise in each discipline, especially plagiarism and unauthorized assistance/collaboration. Students are often confused by permissive practices encountered in high school and need to be informed of the university's and of your expectations about independent and original work. Instructors should clearly state their academic integrity expectations in their course syllabus and highlight the range of possible sanctions, should a student be charged with an academic offence.

More information on academic integrity and related matters is available in section [7. During the Term: Academic Integrity](#). For any specific questions about the academic discipline process at UTM, please contact Lisa Devereaux, Director, Academic Success & Integrity (lisa.devereaux@utoronto.ca).

1.2.3 Code of Student Conduct

[The Code of Student Conduct](#) sets expectations for student behaviour and prescribes processes for dealing with prohibited behaviour. In cases where a student's behaviour is problematic but is not governed by the Code of Behaviour on Academic Matters, the Code of Student Conduct may be consulted.

1.2.4 University Assessment and Grading Practices Policy

[The University's Assessment and Grading Practices Policy](#) sets out the principles and key elements that should characterize the assessment and grading of student work at U of T.

1.2.5 Copyright

The University has developed a [set of resources about copyright](#), including a Copyright Basics and FAQ guide, that addresses frequently asked questions pertaining to copyright issues and specifically addresses concerns relating to teaching and research.

1.2.6 Freedom of Information and Protection of Privacy Act (FIPPA) & Privacy Practices

As a government-supported body, the [University adheres to FIPPA principles and practices](#). Instructors should be aware of the general limits on getting or giving access to personal information in their control, such as grades, marked term work, and other records. Instructors and academic units need to familiarize themselves with the appropriate protocols for handling student information. The University has also

developed a checklist for instructors called [FIPPA – Q and A’s for Instructors](#) to guide best practices for student-faculty interactions in the context of reasonable privacy expectations. Please consult with the UTM Freedom of Information Liaison (FOIL), Cesar Mejia (cesar.mejia@utoronto.ca), with any questions regarding challenging issues.

1.2.7 Conflict of Interest and Close Personal Relationships

[The Policy on Conflict of Interest](#) is intended to ensure that resources are allocated fairly; that the University’s reputation is protected; and most importantly, that students and employees (both faculty and staff) receive equitable treatment.

The Division of the Vice-President and Provost has published [a memorandum outlining the implications of the University policy for sexual and otherwise intimate relations between faculty members and their students or colleagues](#). If you have, or have had, a familial, sexual, or otherwise close relationship with a student, you will be in conflict of interest if you exercise any influence — direct or indirect — in decisions that may affect the student. In other words, you will almost inevitably be in a conflict of interest.

If you are in a conflict of interest, you must disclose this to the Chair/Director of your academic unit immediately. You are not required to provide any details of the personal relation that gives rise to the conflict of interest; you need not answer questions about it, and you are entitled to confidentiality. If you supervise Teaching Assistants (TAs), you are responsible for ensuring that they know about and comply with the requirements of the Policy on Conflict of Interest.

2 STUDENT RIGHTS

Students at UTM have several protections under policy. For your reference, the most common issues that arise are listed below. Students have the right to:

- obtain a course syllabus either through accessing a copy on Quercus or through the [UTM Timetable Builder](#). The course syllabus must be available/provided at the beginning of a course;
- rely upon the information detailed within a course syllabus. An instructor may only change methods of evaluation, or their relative weight, by following the [University Assessment and Grading Practices Policy provision Part B: 1.3](#).
- have access to their instructor for consultation during a course;
- ask the person who marked their term work for a re-evaluation if they feel it was not graded fairly. Students must make any inquiries about the mark on a graded piece of work within one month of the return date of the work. If the student is not satisfied with a re-evaluation, they may appeal to the instructor in charge of the course if the instructor did not mark the work. If the student’s work is remarked, they must accept the resulting mark. They may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark. See [Re-grading Pieces of Term Work](#) in this document for details on the process;
- receive a portion of their mark by the last scheduled class prior to the academic drop deadline in each term (Fall and Winter). For courses that run the entire Fall/Winter Session (Y5Y or

H5Y courses), the deadline is the last regular class meeting of the first week of classes in January. The portion to be returned is at least 15% for F and S courses and 25% for Y courses;

- have no one assignment, including final exams, be worth more than 80% of the student's final grade;
- not have a term test or combination of term tests in an individual course be worth greater than 25% in the last two weeks of class;
- refuse to use the university's plagiarism detection software (must be offered an alternative form of submission);
- retain intellectual property rights to their term work;
- receive all their assignments, tests, and other term work once graded;
- view their final exams. To see a final exam, students must submit an online Exam Reproduction Request within 6 months of the date of the exam. There is a non-refundable fee (please note that this process is overseen by the Office of the Registrar);
- [personal privacy](#) (see the subsection below), including privacy of registration status and grades; and
- arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if they are charged with an academic offence.

The list above is not intended to be exhaustive. If a student is claiming a right that is not listed above, please consult with your academic unit's academic advisor or, as needed, academic unit Chair/Director or designate.

2.1 Privacy

Students have a right to privacy that is guaranteed through the Freedom of Information and Protection of Privacy Act (FIPPA). A [Q&A guide for instructors](#) is available from the Office of the Provost. Key points include:

- Posting grades securely, so that students cannot see the marks of others;
- retaining unclaimed work for a year and then securely destroying it;
- using only encrypted email or encrypted attachments on unencrypted email to communicate personal information; and
- not disclosing personal information, including the enrollment status of a student, to another person, including a parent/guardian.

2.2 Social Media

Students may seek to contact or interact with instructors through social media, and instructors may choose to use social media in their teaching. The [Provost's Office maintains a set of resources and supports regarding social media use](#). Instructors should check with their Chair/Director regarding any specific academic unit guidelines or policies before introducing social media to their classrooms.

3 BEFORE THE TERM: PREPARING FOR YOUR COURSE

3.1 Preparing the Course Syllabus

One of the first things you will need to do is prepare your course syllabus (also referred to as the course information sheet). The course syllabus is a contract with students in the course. Once approved by the Chair, Director or their designate, the syllabus must not be amended unless certain procedures are followed. For example, an assessment/assignment weight, type, or submission deadline may not be changed without a class vote.

The course syllabus should contain certain key information such as the course description, course objectives, contact information, office hours, required readings/texts, course work and grading breakdown, and key policies. These items are described in more detail in the following sections. Augmenting the syllabus with additional information about the course is not advised, as the document cannot be easily amended. Instructors who may wish to expand on assignment instructions should prepare additional assignment criteria (more extensive instructions and/or rubrics) for distribution through Quercus.

3.1.1 Contact Information

You should clearly define your expectations regarding communication with your students and reinforce these expectations with an explanation in class. For example, if you expect questions about content to be placed on a discussion board, requests for re-grades to be sent to TAs, or for all communication to occur through e-mail, make that clear.

Your syllabus must include the necessary contact information for the instructor(s) teaching a course in a specific academic session (e.g., instructor's U of T e-mail, course U of T e-mail [if applicable], and/or phone). You should also state that all students corresponding by e-mail should use their UTORmail accounts (i.e., student email addresses ending in "@utoronto.ca" or "@mail.utoronto.ca").

3.1.2 Office Hours

All instructors are required to hold office hours throughout the duration of the course, and these office hours should be specified in the course syllabus approved by the department. The distribution of these hours is not specified in policy; however, the hours should be arranged to facilitate regular interaction with students. We strongly recommend a minimum of one scheduled office hour per week.

3.1.3 Assessment Requirements

Number of Assessments

University policy states that student performance "must be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade." Independent study or project courses are included under this rule.

Please view the full U of T [University Assessment and Grading Practices Policy](#) for more information specific to the modes and number of assessments that are recommended for undergraduate courses.

Assignment Weights and Due Dates

The following are some important guidelines regarding the breakdown of grades in your course(s):

1. Term work must be assigned due dates and those due dates must be listed on the course syllabus. All term work must be submitted by the last day of classes in the course unless an alternate earlier date is specified by the instructor. You may set an earlier date if it seems reasonable and does not conflict with the Academic Unit's normal policy. This must be emphasized to the class in the syllabus.
2. During reading week, no presentations, term tests, or other work requiring attendance may occur. See the section on [Study Breaks and Reading Week](#) for additional restrictions.
3. During the study break or the exam period, no term work may be due and no regularly scheduled term tests may occur. See the section on [Study Breaks and Reading Week](#) for additional restrictions.
4. No term test or combination of term tests in an individual course, held in the last two weeks of classes at the end of term, may have a total weight greater than 25% of the final mark.
5. Class participation can be one graded component of your course but should never exceed 20% of the total course mark and should involve participation rather than mere attendance.
6. Undergraduate courses that meet regularly as a class should have an examination conducted formally under divisional auspices. [UTM's academic calendar](#) contains more details on this requirement: This final exam should count between one-third and two-thirds of the final mark. Chairs/Directors of Academic Units may grant exemptions to instructors from holding final examinations in 200-, 300- and 400-level courses. In any course where there is a final examination, the Chair/Director may allow a reduction in the value of the examination from one-third of the final mark to no less than one-quarter of the final mark.
7. Exams can only occur during the exam period at a time scheduled by the Office of the Registrar. Take-home tests or "exams" held during the term are considered term tests and cannot be used in lieu of an exam if one is required. This regulation is non-negotiable with your class.

Assignment Return Date

As per the U of T Grading Policies, instructors are required to return a specific percentage of marked work by a deadline prior to the drop date for the course. At UTM, the minimum required percentage is higher; the calendar specifies that for H courses, the work returned must be worth a combined total of at least 15% of the total course mark, and for Y courses, the work must be worth a combined total of 25% of the course mark.

The deadline for returning such marked work and communicating grades to students shall be the *last regular class meeting prior to the academic drop date specified for that session*, with one exception: for courses that run the entire Fall/Winter Session (Y5Y or H5Y courses), the deadline for return of this work shall be the last regular class meeting within the first week of classes in January. [Important academic dates and deadlines can be found on the Office of the Registrar website.](#)

Assignment Submission Policy and Late Penalties

If you have specific directives for your class about how they should submit assignments (e.g., electronically, in person, or at the academic unit administrative office), you should make this clear in your syllabus.

If penalties exist for late or missed work, you must indicate this to your students in your syllabus, giving information about items such as late penalties for assignments (e.g., 10% per day), maximum possible penalty, and a final deadline after which work will no longer be accepted. The policy should also state the student's deadline for requesting special consideration, the method by which a student must request consideration (e.g., e-mail, phone, letter, online form, etc.), and any supporting documentation required in addition to the ACORN absence declaration (see [Declaration of Temporary Absence](#)). Check with your Academic unit regarding specific policies or guidelines that you should follow.

Tests Scheduled Outside of Regular Class Times

Instructors cannot require students to attend tests, lectures, tutorials, and/or laboratories scheduled outside of normal class meetings, unless faced with extenuating circumstances. Instructors should schedule term tests during normally scheduled class hours to prevent conflicts with students' other obligations and other colleagues' courses.

If an instructor must schedule a term test outside normally scheduled class hours:

- The extra session must be approved by the Academic Unit's Chair/Director in consultation with the Office of the Dean.
- Saturdays are the primary option for scheduling tests that are outside of class time.
- If an out-of-scheduled class test conflicts with another course operating in its normally scheduled time, the course activities taking place at normally scheduled times have priority.
- The instructor must accommodate any student who declares a conflict with the scheduled time by providing an equivalent opportunity to complete the work at another time. Students in these situations must be offered a make-up test. Rolling the missed test mark into another form of assessment is not normally an option, and instructors may not reweight the final exam to make up for the missed test.

If an instructor is required to schedule a test or other graded assessment outside of a normal class period and the request is approved, the date of the extra session must be announced in the syllabus. In addition to placing the date in the syllabus, you must announce out-of-class test dates and times in the first meeting of the course.

Missed Tests and Re-grading

Rules and guidelines surrounding this issue are detailed more extensively below under section [6 Tests, Grading, and Accommodations](#). You have great latitude in designing a procedure that will work best in the context of your course (within the limits specified below), but any guiding principle will be most effective if it is stated clearly at the beginning of the course, including outlining the procedure in the syllabus, and if it is applied fairly and consistently.

Plagiarism Detection

[The university provides a plagiarism detection tool](#) to assist in the detection and deterrence of plagiarism. If you intend to use the plagiarism detection tool, you must inform students at the beginning of your course. Inform them that use of the tool is voluntary and provide alternate means of submitting assignments should a student not wish to use it. If you use this tool, you must include the following unaltered text in your syllabus along with your instructions:

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>).

3.1.4 Equity and Academic Rights

In your course syllabus, you are strongly encouraged to include the following italicized text that reflects current academic policies:

*The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination and harassment will not be tolerated. If you have any questions, comments, or concerns you may contact the **UTM Equity, Diversity, and Inclusion Office** at edio.utm@utoronto.ca.*

3.1.5 Submitting the Course Syllabus

Instructors are required to submit their course syllabus information online through the Course Information Submission System (CISS). You access CISS through the [Faculty & Staff Applications on the Office of the Registrar website](#). A template is available in the Course Information Submission System that must be used to submit your syllabus for review and approval. The system requires that your syllabus be reviewed and approved by the Chair/Director before it is made available for students to view on the [UTM Timetable](#).

If the Chair/Director does not approve your course syllabus, you will receive an e-mail from the system detailing the reason why it was denied and advising you to revise and resubmit the course syllabus. It is the instructor's responsibility to make sure that the **course syllabus is available to students for viewing, via the UTM Timetable (Timetable Builder), no later than the first day of classes.**

3.1.6 Modifying the Approved Syllabus

Be certain that your course syllabus is correct before the term. Should you need to change your

grading scheme once the course has started, you must do so in accordance with provision [1.3 of Part B: Grading Practices, in the University Assessment and Grading Practices Policy](#). The revisions must be submitted to CISS for approval by the Chair/Director of the Academic Unit only after obtaining consent from the class.

3.2 Hiring and Supervising Teaching Assistants

Teaching assistants (TAs) teach tutorials, conduct labs, grade assignments, and/or invigilate tests and exams. They belong to a bargaining unit and are governed by the CUPE 3902, Unit 1 or Unit 3 collective agreement, which can be found on [the Division of People Strategy, Equity, and Culture website for Faculty and Staff Agreements](#). The number of Teaching Assistant hours allocated to a course is managed by the Academic Unit's business officer in consultation with the Office of the Dean.

Before the term begins, you are responsible for filling out a form detailing your TAs' "Description of Duties and Allocation of Hours (DDAH)". *Please see the Academic Unit's business officer for information on how this is done.*

As you assign duties, be sure your TAs have received adequate training. First-time TAs are **required** to participate in 4-hours of paid training that is provided by the Department, the Teaching Assistant Training Program (TATP), or other sources. Returning TAs are entitled to 2-hours of paid work-related training per academic year in which they hold at least one appointment. The University must provide this training should an employee wish to participate. All training hours must be recorded on the DDAH form and these hours must be separate from appointment hours, as training hours are not included in the calculation of subsequent appointment entitlements.

It is your responsibility as the supervisor of the course to discuss duties and allocation of time with your TA(s). This meeting should occur at the beginning of the course. You are also required to conduct a mid-term meeting with your TA(s) to ensure that you and they agree on whether the duties allocated at the beginning of the term are a fair representation of the actual allocation of duties and hours they have experienced. *Please see the business officer for an academic unit for information on how this is done in that unit.*

4 DURING THE TERM: ENROLMENT

Enrolment in courses is administered by the [Office of the Registrar](#) and is not within the control of instructors.

1. *Under no circumstances should you, as an instructor, tell students they are enrolled or will be enrolled in your course if they are not enrolled on ACORN, nor should you make any promises about enrolling.* Please advise students requesting enrolment that they must meet with an Academic Advisor (AA) in the Office of the Registrar or in the Academic Unit.
2. *You must not grade or return assignments or tests for students who are not officially enrolled in your course.* Any student that is not on your class list (in Quercus) as of the add deadline is not enrolled in your course. Refer students who submit work without being on your class list to the Office of the Registrar where they may be advised to petition for late enrolment if there are

extenuating circumstances.

4.1 Students Requesting Attendance in Alternate Sections

Students must attend the lecture/tutorial/practical section in which they are enrolled. If you do not enforce a clear policy on attendance, classrooms/labs may get overcrowded, and create unsafe conditions for students. Similarly, some teaching assistants might have oversized tutorial sections while others have fewer students. For pedagogical and safety reasons, you should clearly relay this policy to your TAs.

4.2 Students Requesting Attendance without Enrolment

Occasionally, students will attend your class even though they are not on the class list. UTM does not recognize the auditing of courses. However, the Committee on Standing may recommend that a student do so when they have permission to write a deferred exam and need to review the current course material to prepare to write this exam with the class. You may confirm with your Academic Unit's undergraduate advisor that a student has been scheduled for a deferred exam.

5 DURING THE TERM: CONDUCTING YOUR COURSE

5.1 Missing or Cancelling a Lecture

Other than unforeseen circumstances such as an illness, classes cannot be cancelled without the prior approval of the Chair/Director of the academic unit offering the course. If an instructor must be away from the campus for **TWO OR MORE business days**, they must notify their Chair/Director in writing and, in cases where they will be unable to meet classes, inform their Chair/Director of the arrangements made with respect to their teaching responsibilities during their absence.

If you must cancel a class, please have your Academic Unit's undergraduate advisor or other staff member post a cancellation notice on your classroom door (for in-person sections). The effective date(s) should be noted, and the sign should be removed as soon as it is no longer valid. You should also post a notice on Quercus and/or send an e-mail to your class.

5.2 Scheduling a Class Meeting in a Different Delivery Mode

Class meetings should be delivered in the mode specified on the Timetable. This mode of delivery will normally reflect what is approved in the Academic Calendar, and any requests for delivery mode exceptions for an academic year must be approved by the Office of the Dean Program & Curriculum Unit. However, to accommodate for special circumstances (e.g., instructor illness or conference travel), instructors may deliver up to 29% of one course component (i.e., lecture OR tutorials OR practicals) in an alternate mode without requiring any approvals from the Office of the Dean. Please contact the Program & Curriculum Unit (PCU) in the Office of the Dean if an instructor wishes to deliver 30% or greater of their course, or more than one course component, in a different delivery mode (i.e., to discuss hybrid course options).

5.3 Cancelling Classes due to University Closures

Due to inclement weather:

Throughout the term, your course may be impacted by weather-related campus closures (e.g., snow days or other inclement weather). Campus closures result in the cancellation of in-person classes that would be held on campus and online synchronous classes.

You may, but are not obligated to, set up a make-up session for a canceled class. However, for any class with even moderate enrollment, finding a time with minimal student conflicts where a room is available can be very challenging. If any marked work is completed during the make-up session and that session is outside of normal class-times, students who are unable to attend will need to be accommodated. (See section [3.1.3's Tests Scheduled Outside of Regular Class Times](#) for information about tests held outside of class meetings.)

If a term test or assessment was scheduled and then canceled due to university closure, you may reschedule the assessment to the next scheduled class without a class vote. However, re-weighting missed assignments must follow the required class voting procedures outlined in the [University Grading Practices Policy](#).

Due to statutory holidays (make-up days):

Should the term end on a statutory holiday, a make-up day will be scheduled for the next business/school day. All contact hours (LEC/TUT/PRA) are expected to be shifted to this make-up day.

5.4 Study Break and Reading Week

Study Breaks take place immediately following the last day of classes of each term. Reading Weeks, in contrast, are scheduled in the middle of the term in both the Fall and in the Winter. Please check the [sessional dates](#) for exact dates.

During study breaks or reading weeks:

- No new content may be introduced;
- Assessments requiring attendance, including tests and presentations, may not be held;
- Optional review sessions or extended office hours may be held;
- Make up tests may be scheduled during study break;
- Make up tests may be scheduled during reading week if mutually agreed upon by instructor and students;
- For more information, please visit the Academic Calendar section on [Term Work, Tests, and Appeals](#).

Instructors who want a room in which to hold review sessions will need to book them separately, even if the room is the one that was used to hold the regular class during the term.

5.5 Use of Electronic Devices in Class

Devices such as laptops and tablets have become ubiquitous in the classroom and their use may not be

banned by instructors. Instead, you may articulate your preferences or expectations about etiquette clearly at the outset of the course and in the course syllabus.

Please note that during quizzes, tests and final exams, students are not permitted to use unauthorized aids (i.e., any electronic devices or tools, such as generative artificial intelligence tools, not sanctioned by the instructor) that would otherwise offer them an unfair academic advantage to their performance on the assessment. Use of any such unauthorized aids may result in a student being charged with an academic offence (see section [7 Academic Integrity](#) for more information).

5.6 Taping/Recording/Photographing Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission first and may not do so unless permission is granted. This includes tape/audio recording, filming, photographing PowerPoint slides, copying Quercus materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in other forms without formal permission. If you have strong opinions about this happening in your class, you should take the time in your first class to review the portion of the [U of T Copyright Policy](#) relevant to the instructor's intellectual property. If you find your copyrighted material on a website, you should contact the site administrator, notify them of the copyright violation, and ask that the material be removed immediately, then follow up with the student after consultation with your undergraduate chair about appropriate steps to take.

Please note that some students with disabilities have been granted the recording of lectures as an academic accommodation. For this reason, it is best to speak privately with any student who is recording so you do not put a student with a disability in an awkward position in front of the whole class. These recordings are only for that student's exclusive study use and may not be shared without your explicit permission.

6 DURING THE TERM: TESTS, GRADING, AND ACCOMODATIONS

6.1 Term Tests

There are several restrictions on when term tests may be held and how much weight can be assigned to those that occur late in the term. See section [3.1.3 Requirements on Evaluation](#) for details on potential dates for tests and the weight of tests. Should there be a need to schedule a test outside of the regular class meeting time (LEC), please see the [section on tests scheduled outside of regular class times](#) for more information.

How you conduct your term tests is left to your discretion. The [Rules & Policies](#) used by the Exams Office for *final examinations* may provide you with some useful guidance. These protocols have been developed through long experience, and your students may already be used to them.

6.1.1 Missed Term Tests

Students who miss a term test will be assigned a **mark of zero** for that test unless they are granted special consideration.

If the term test was missed for reasons entirely beyond the student's control, a written request for special consideration may be submitted to the instructor within one week of the missed test. This request must explain the reason for missing the test and include any required documentation.

If a student's absence declaration is accepted by the instructor, it is recommended to first offer the student a makeup test. If a makeup test is not possible, i.e. due to timing or scheduling issues, the second option given to the student is recommended to be a redistribution of weighting of the term test across all term work (per [University Assessment and Grading Practices Policy](#)). Instructors may also decide to offer a make-up assignment if a make-up test is not possible.

Re-distribution of the weight of missed term work to the final exam should be the last option considered by an instructor and offered to a student, providing this option does not increase the weight of the final exam to greater than 80% (of the graded work in the course). For instances where a 100-level course exam must be reweighted to more than 66%, please contact the Office of the Dean for approval.

If the student is granted permission to take a makeup test and misses it, then they are assigned a **mark of zero** for the test unless the instructor is satisfied that missing the makeup test was unavoidable. Students are not automatically entitled to a second makeup test.

6.2 Re-grading Term Work

Re-grading requests for term tests or other term work are dealt with by the instructor and department. This differs from the policy for re-grading of exams, which are handled through the Office of the Registrar.

A student who believes that their written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to one month from the date of return of an item of term work to inquire about the mark. For example, should the work be returned on March 3rd, the student has until April 3rd to inquire and request a re-grade. All responses to student inquiries must be provided in a timely fashion.

If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In these instances, where the instructor was not the one who marked the work, the student must now submit to the instructor: (1) the original piece of work; (2) the written reasons as to why they believe the work was unfairly/incorrectly marked; and (3) communications from the original marker as to why no change in mark was made.

If a re-grading is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. The student must accept this condition to continue

with any re-grade or appeal process. Instructors and TAs should ensure all communication with the student is in writing (e.g., follow-up e-mail) and keep a copy for later reference.

Only re-grading of term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, the student must submit to the academic unit Chair/Director in writing: (1) all previous communications between the student, original marker, and the instructor; (2) the detailed reason(s) documenting why the mark for the work was inappropriate; and (3) the original marked piece of work. If the academic unit believes that re-grading is justified, the unit shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The grading of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the academic unit shall determine a final mark taking into account both available marks.

The final level of appeal is to the Office of the Vice-Principal, Academic and Dean. Appeals must already have been considered at the two previous levels (Instructor followed by Academic Unit Chair/Director), with the decision reviewed by the head of the academic unit (i.e., Chair or Director), before they may be considered by the Office of the Dean. **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the Office of the Dean about the grading of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

6.3 Accommodations for Course Conflicts

Students are expected not to take classes where scheduled lectures, tutorials and/or practicals of a course conflict with scheduled lectures, tutorials and practicals in other courses in which they have already enrolled. Where a student has enrolled in courses with conflicting lectures, tutorials, and/or practicals, they may not receive accommodations for conflicting tests or exams, assignments, lecture material, in-class participation, labs, etc.

Similarly, instructors cannot require students to attend tests, lectures, tutorials, and/or laboratories scheduled outside of normal class meetings. See the section on [Tests Scheduled Outside of Regular Class Times](#) for more information.

6.4 Accommodations for Religious Observances

The following is an excerpt of the University's "[Policy on Accommodation on Scheduling of Classes and Examinations and other Accommodations for Religious Observances](#)":

It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays.

Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, or other compulsory activities at these times. If compulsory activities are unavoidable, every reasonable opportunity should be given to these students to make up work that they miss, particularly in courses involving laboratory work. When the scheduling of tests cannot be avoided, students should be informed of the procedure to be followed to arrange to write at an alternate time.

It is most important that no student be seriously disadvantaged because of their religious observances. However, in the scheduling of academic and other activities, it is also important to ensure that the accommodation of one group does not seriously disadvantage other groups within the University community. Since students would normally be aware of upcoming religious observances as well as examination schedules in advance, a minimum of three weeks advance notice of absence should be considered sufficient. However, note that some observances are based on an interpretation of the lunar calendar, and thus may vary by one or two days depending upon the interpretation relevant to a student's faith tradition.

Letters/documentation from faith leaders to support requests for accommodation should not be requested. The University does not request this documentation because doing so would imply a potential assessment of the sincerity of the religious practice, and not all faith traditions necessitate involvement in an organized faith community.

The Office of the Vice- Provost, Students & First-Entry Divisions has published [Religious Accommodation guidelines](#) along with example dates of relevance listed under "Relevant Dates". These dates are provided to assist instructors and those planning academic activities to anticipate when students might choose to seek accommodations for religious observances. However, it is important to note that there are many holy days associated with various faiths and that the absence of such dates on this list should not be interpreted to mean that there should be no accommodation for students who observe those holy days.

6.5 Accommodations for Students with Disability

The university has a legal obligation under the Ontario Human Rights Code to provide appropriate and reasonable academic accommodations to students with disabilities. [UTM's Accessibility Services](#) uses an online system for students and instructors working with their Office on student accommodations. AIMS gives you the ability to:

- View the approved accommodations (accommodation letters) of your students through a secure website;
- Provide timely information regarding your tests and final exams, including any changes to the original submission (e.g., changes to dates, times, aids allowed);
- Upload your quizzes and tests to AIMS, ensuring content encryption and security that e-mail attachments cannot guarantee; and

- Access the above information online, anytime and anywhere you have web access.

You may access AIMS for Instructors from the Office of the Registrar [Faculty & Staff applications page](#). Please do not collect documentation about accessibility accommodations outside of AIMS. If you do, under FIPPA rules, this documentation must be treated as containing confidential information (refer to section [2.1 Privacy](#) for more information). Store the documents securely.

6.6 Declaration of Temporary Absence

During the term, students who are temporarily absent from their studies must follow the missed term work policy outlined in their course syllabus to make up academic obligations that were missed (i.e., in-class assessment, quiz, paper or lab report).

***NEW:** Students can utilize the ACORN Absence Declaration Tool **once per term** (see [here](#) for more information) to declare without submitting documentation.

If a student needs to submit subsequent absence declarations, they must follow the unit's *usual* procedures for requesting special consideration, including the submission of documentation which may include submission of [The Verification of Student Illness or Injury form](#), or other documentation.

6.7 Extensions of Term Work Deadlines after the End of Term

Instructors have the authority to grant individual students an extension for term work up until the end of the regular final examination period in a given term or session. Petitions concerning extensions of time to complete term work later than the end of the exam period must be submitted through the Office of the Registrar by the last day of the regular examination period. Students are expected to consult the instructor about a proposed deadline before petitioning for an extension of time and are also expected to continue to work on assignments while awaiting the petition decision.

7 DURING THE TERM: ACADEMIC INTEGRITY

The University's [Code of Behaviour on Academic Matters](#) (referred to as “*the Code*”) describes the University of Toronto's policy about academic integrity and discipline. It outlines the various types of offences, as well as the responsibilities of all members of the University to uphold fundamental academic values. All members of the University are required to abide by *the Code* and are encouraged to familiarize themselves with it. Here, in part, is the preamble in *the Code*:

The concern of the Code of Behaviour on Academic Matters is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.

7.1 Identifying Academic Offences and Obtaining Assistance

Academic offences come in various forms, not all of which are obvious. Broadly speaking, they fall into one of two categories: plagiarism and the use of unauthorized aid to complete an assignment. Generative AI tools such as ChatGPT would normally be included in the latter category, unless their use was sanctioned by the instructor.

The primary criteria for determining whether an offence was committed are whether the student obtained an unfair academic advantage or whether the student provided the opportunity for another student to obtain an unfair academic advantage. Students are expected to have read and understood *the Code*; therefore, ignorance is not an excuse. Instructors are expected to make a reasonable effort to dissuade academic offenses and to investigate them when identified.

Instructors should consult with their Chairs/Directors, Department Academic Undergraduate Advisor or staff from the Academic Integrity Unit (AIU) if they have questions about the *Code* or how to conduct a meeting with a student. It is critical that all procedures be followed when handling a suspected academic misconduct case, so please seek advice, if needed, before starting the process.

7.2 Handling an Alleged Offence

The process is described on UTM's [academic integrity website](#), but is briefly outlined below.

Please note that under *the Code*, an instructor can never resolve an alleged academic offence. A Chair/Director may settle the case at the department level, but only under certain circumstances.

1. If there are suspicions of academic misconduct in a student's work, instructors must inform their Department Academic Undergraduate Advisor who will formally request, through the AIU, to place the notation of Grade Withheld Pending Review (GWR) on the student's record. This prohibits the student from dropping the course until the matter is resolved.
2. The instructor should make reasonable efforts to meet with the student in-person or virtually. During this meeting, the instructor should objectively discuss the alleged offence with the student and make notes on the content of their discussion (including explanations and admissions of guilt). The instructor should not suggest to the student what the sanction may be or attempt to "bargain" with a student who is alleged to have committed an offence. The instructor should also encourage the student to continue in the course, as the student will be unable to drop it. If the student fails to respond to the instructor's efforts to meet, the matter should be referred to the Chair/Director who will then forward the matter to the AIU, Office of the Dean (the step of meeting with the instructor will be bypassed).
3. The instructor should prepare a written report as soon as possible and forward this, with the assignment(s) in question and supporting evidence, to the Chair/Director. Include information on the meeting with the student, the weight of assignment, course outline and any information given with regard to academic integrity. Forms that can assist you are located on the UTM's [academic integrity website](#).
4. If the course component is worth **10% or less of the final grade**, the alleged offence is the student's first, and the student admits to committing the offence, the Chair/Director of the department may resolve the matter. **Severe academic offences (impersonation, forgery, theft, misrepresentation, fraud, etc.) or those involving complex circumstances should**

always be forwarded to the AIU, Office of the Dean. If you have questions about whether the case should be forwarded, please contact the AIU. Chairs/Directors should review materials and, as appropriate, either impose a sanction or send the case file to the AIU. All documents for cases handled at the departmental level still need to be processed (GWR, Admission of Guilt, offence details, etc.) and sent to the AIU.

5. Should the course component be worth **more than 10% of the final grade** and/or the offence is not the student's first and/or the student does not admit guilt, the case **must** be forwarded to the AIU for resolution. A Dean's Designate will review the case and, if appropriate, invite the student in for a meeting.
6. Should the Office of the Dean be unable to resolve the case, the case will be forwarded to the Tribunal for resolution.

8 COURSE EVALUATIONS

The University of Toronto is committed to ensuring the quality of our academic programs, our teaching, and the learning experiences of our students. An important component of this is the regular evaluation of courses by students. At the University of Toronto, course evaluations are conducted for the following reasons:

1. To provide formative data used by instructors for the continuous improvement of their teaching.
2. To provide members of the University community, including students, with information about teaching and courses at the institution.
3. To collect data used in the all-encompassing evaluation of teaching for administrative purposes, such as annual merit, tenure and promotion reviews.
4. To provide data used by departments and divisions for program and curriculum reviews.

[The Policy on the Student Evaluation of Teaching in Courses](#) outlines the principles and parameters that guide the evaluation of courses at the University of Toronto. The CTSI [Course Evaluation \(CE\) Framework page](#) outlines the cascaded assessment structure of the University's course evaluations. In addition, the [UTM Guidelines for the Student Evaluation of Teaching](#) provides detailed information about the structure and administration of the course evaluation process at UTM.

Instructors **should not** offer extra credit for completing evaluations. Such an incentive threatens the validity of the process, as students would have to disclose whether they have or have not submitted an evaluation and may feel coerced into submitting one. Using such an incentive may also place the instructor in a position where they violate policies.

9 EXAMS

Most courses at the university culminate with a final examination. There are requirements on whether an exam should be held for a course and how much it can count toward the student's grade. Please see [Assignment Weights and Due Dates](#) for more information.

Final examinations are scheduled by the Office of the Registrar after the 50% fee refund drop-date. A draft exam schedule is sent to all academic units approximately one week before it is posted publicly.

Changes to the exam schedule will only be made during the draft stage and will only be accommodated if they do not have a negative impact on any students. Therefore, **it is essential that all exam scheduling constraints are submitted prior to the start of the exam scheduling process through the CISS, where possible.** If instructors learn of any constraints after the course information submission period, please contact the Exam scheduling team at: scheduling.utm@utoronto.ca. Once the final examination schedule is made available to students, changes to the schedule cannot be accommodated.

Exams must be delivered in the mode approved for the course (e.g., in-person or online). Requested changes to the exam delivery mode must be sent to and approved by the Office of the Dean in advance of the publication of the examination schedule.

All exams – including online and instructor-administered exams – must use the scheduled start and end times to ensure there are no conflicts for student exam takers.

Instructors will be informed of a due date for their exam scripts once exams are scheduled. Exam scripts that are not submitted to the Final Exam Script Application (FESA) by the due date will be converted to an Instructor-Administered Exam (see section [9.2 Instructor-Administered Exams](#)).

9.1 Exam Invigilation

Instructors are responsible for attending and invigilating their exam and are also responsible for scheduling sufficient TAs to support them. Typically, one TA or instructor is required per 30-60 students, with smaller courses encouraged to use the ~30:1 rate and larger courses using the ~60:1 ratio of students:invigilators. The Office of the Registrar does not supply invigilators.

The Office of the Registrar appoints at least one **Chief Presiding Officer (CPO)** per exam room to bear the primary responsibility for the conduct of the final examination. The CPO is responsible for picking up the examination package from the Exam Office (located in the Office of the Registrar), setting up the exam room, making announcements, distributing exam materials, collecting student attendance, acting as a witness to any academic offence, dealing with emergencies, and returning examination materials to the Office of the Registrar. At the exam, the CPO will track exam attendance by scanning student ID cards using a PC tablet. Please remind all students to bring their student ID card (TCard) to their exam, along with a government-issued photo ID (e.g., driver's license, passport, health card).

9.2 Instructor-Administered Exams

For many reasons, it may be necessary for the instructor to administer the exam in a separate (or special) classroom. An Instructor-Administered Exam (IAE) is an option to courses with this need. Reasons for choosing to hold an IAE include:

- **Computer Lab-based exams.** In this format, students complete and submit their final exam on a UTM computer terminal (rather than writing on paper/exam booklets). The exam is held within a computer lab.

- **Presentation exams.** These exams may include an oral presentation or a poster presentation. The key element is that the presentation is graded while it is being presented.
- **Exams with audio, visual, or oral components.** Examples include the instructor playing a video or audio clip during the exam, or a dictation exam (either to the entire class or to individual students), with students responding on their exam paper.

IAE requests **must be approved by the Academic Unit's Chair/Director and by the Office of the Dean.** If an IAE is approved, the instructor may be required to:

- **Administer the exam without a CPO**, in which case all invigilation responsibilities, including making announcements, setting up materials, taking attendance, facilitating uses of the washroom, etc., are assumed by the instructor. In some cases, an exam requiring limited AV but deemed IAE may request a CPO.
- **Administer any deferred exam as an IAE, in the same format as the original exam if necessary.**

Typically, IAEs are only feasible for courses with 75 students or fewer (with students sitting in every other seat) or up to 150 students (for a multi-version exam, with students sitting in every seat). A pedagogical rationale linking the request to the assessment may be required.

Before requesting an IAE for a course, please visit "[Instructor-administered Exams](#)" for detailed information and then consult with the exams staff in the Office of the Registrar at exams.utm@utoronto.ca. For computer-lab based exams and student personal laptop exams, the request should be submitted well prior to the term using the [Computer Lab-Based Final Exam: Information Package](#). For presentation exams and exams with audio, visual, or oral components, the request should be submitted through the Course Information Submission System, when the course syllabus is submitted for approval.

9.3 Publication of Exam

By default, previous exams are published on the [UTM Library website](#) unless the instructor of the course requests otherwise. UTM has a committee to review requests of those instructors seeking an exemption from the requirement that the previous year's final examination (and other years' examinations) be made available to students.

Once you receive your Chair's/Director's approval, please direct all such requests, with a full rationale, to the [Director, Academic Planning, Policy, and Research](#) (Office of the Dean) for consideration by the Committee. Requests should be submitted no later than the start date of the exam period for which the exemption to course exam posting should begin to be applied. Once a course is granted an exemption, the exemption will apply until there is a change in instructor or until the date specified in the exemption request.

Even in the case of an exempted posting of a course's exam, course instructors should provide students with a realistic example of the exam that students will be required to complete.

9.4 Exam Conflicts and Accommodation for Religious Observance

Students requiring Examination accommodation should be directed to complete the "Examination Conflict(s) & Religious Accommodation Reporting Form" available at <https://www.utm.utoronto.ca/registrar/forms>. The reporting form must be submitted to the Office of the Registrar by the date listed on the U of T Mississauga examination schedule.

9.5 Missed Final Exams

Students who miss a final exam must [formally petition through the Office of the Registrar](#) to write a deferred exam. Instructors are not involved in this process, other than supplying the deferred exam script to the Office of the Registrar and invigilating the test if it was Instructor-Administered or if it contains any oral or audio-visual components.

Many instructors use their regular exam script for the deferred exam script. Therefore, the Office of the Registrar does not release any copies of the regular exams until the deferred exam session is over. Instructors who have final examinations in December submit their deferred exam script in the third week of January. Instructors who have final examinations in April, June and/or August must submit their deferred exam script at the same time as their regular exam script.

9.6 Exam Re-grading

Requests for re-grading final exams are handled formally through the Office of the Registrar. Students are required to request an exam copy first, then use that copy to submit a detailed rationale for the exam re-grade request.

Instructors should not show students their final exam, as there is an official re-read request process managed by the Office of the Registrar. Furthermore, you should not review or regrade a final exam at a student's direct request; you will receive a request to do so from the Office of the Registrar once a re-grading request is received.

To receive a remark, the student must complete the "Exam Re-Read Request(s) form" online through the Office of the Registrar website within six months of the exam date. Please see the UTM Academic Calendar for more information on the [Request a Re-Check or Re-Read](#).

10 AFTER THE TERM: FINAL GRADES AND PETITIONS

10.1 Final Course Grades

The University of Toronto uses a 4.0 [grading scale](#), with each letter grade range having a defined meaning, as follows:

Percentage	Grade	GPA Value	Grade Definition
90-100	A+	4.0	Excellent
85-89	A	4.0	

80-84	A-	3.7	
77-79	B+	3.3	Good
73-76	B	3.0	
70-72	B-	2.7	
67-69	C+	2.3	Adequate
63-66	C	2.0	
60-62	C-	1.7	
57-59	D+	1.3	Marginal
53-56	D	1.0	
50-52	D-	0.7	
0-49	F	0.0	Inadequate
Credit	CR	No Value	Used in a Credit/No Credit evaluation

On our grading scale, there are several cases where adding one more percent to a percentage grade would shift the student up to the next letter grade range. Some of the more significant thresholds include 49%, 59%, 69%, 79% and 84%. Another threshold may include the minimum grade your unit has established for entrance into its limited enrolment programs. You may want to give special attention to student marks that fall just below these thresholds; they are often contentious. That said, there is no policy or practice to automatically “round up” such marks, and you should not feel pressured to do so.

10.1.1 Grade Distribution Guidelines

The Dean expects that, in a larger first- or second-year course, the proportion of A’s could reasonably vary from 15% to 35%, and the proportion of F’s should generally not exceed 10%. There will clearly be cases in which the grades appropriately fall outside of these guidelines, perhaps even on a multi-year basis. It should be emphasized that the following “Marks Distribution Guidelines” are meant to serve as guidelines only, and do not imply a requirement for course marks to fit into a pre-defined grade distribution (which is in fact prohibited by the University’s Grading Practices Policy).

- Student grades should be monitored by the instructor throughout their course, to ensure that assessments are on track to accurately reflect student learning outcomes. Final marks outside the expected ranges should be reviewed by the instructor to ensure that the assessments used in the course were fair and were scaled appropriately.
- These guidelines outline reasonable expectations, given both our academic standards and the high quality of students we admit. Courses in which marks are often outside the expected ranges (over a number of offerings), or consistently near the limits of those ranges, should be reviewed by the Unit heads and instructors to determine whether changes are needed to the course content, prerequisites, assessments, or supports offered/available to students.

10.1.2 Submission of Final Grades

Final course grades are submitted to the Office of the Registrar at the end of the term. Final grades are due five business days following the final examination or, for courses without a final exam, five days following the end of the Study Break for that session. All final grades are reviewed within the Academic Unit and must be approved by the Chair/Director or their designate. Instructors log on to [eMarks \(Electronic Marks submission system\)](#) to submit their final marks for the course or to amend grades (e.g., in instances where re-grade of term work has occurred).

10.1.3 Releasing Final Grades

Final grades should only be reported through ACORN/ROSI, after they have been submitted to eMarks and then approved by the Chair/Director. As a result, the final exam grade or, for courses with no exam, the grades for the final piece of term work, should not be released until grades have been approved and posted.

10.2 Requests for Final Grade Changes

Do not change a student's grade simply because the grade change may aid their entry into a program/postgraduate school, help avoid academic probation, etc. Students are assigned the grades that they earn, and grade changes should occur solely due to administrative/grading errors.

If a student requests a regrade of a particular piece of term work, and the request is timely and not frivolous, please proceed in accordance with the process outlined in section [6.2 Re-grading Term Work](#). Requests for re-grading final exams are handled formally through the Office of the Registrar.

10.3 Retaining Student Work

Assignments are the property of the student. All hard copy assignments must be returned at the end of the course or at the student's request. Unclaimed term work must be kept by the instructor/academic unit for one year after the end of the course or last activity, whichever is later.

10.4 Petitions

A petition is a student's formal request for an exemption from the rules and regulations of the university. UTM students must submit an [online petition through the Office of the Registrar's website](#). Petitions do not typically directly involve the instructor, though the instructor may be consulted or asked to provide information. However, instructors may find it useful what can be petitioned and what cannot.

Non-petitionable issues arising within a course between the instructor and the student (e.g., organization of the course, grading practices, or the conduct of instructors) are matters that fall within the authority of the academic unit sponsoring the course. Students are directed to discuss those issues with their course instructor first. If the instructor and student cannot reach a resolution, then the student may elect to speak to the unit head (Chair/Director).

Typically, students may petition for:

- *Late withdrawal from a course.*
- *An extension of time to complete term work beyond the end of the term.* An instructor may extend

deadlines within the term (to the end of the exam period) for an individual student, but students requiring additional time are required to submit a petition. See [Extensions of Term Work Deadlines](#) for details.

- *Deferral of an exam.*

For a complete list of petitions, their deadlines and associated policies, please visit the [Petitions website managed by the Office of the Registrar](#), or the Petitions section of the Academic Calendar.