ENV 323H1 – ONTARIO ENVIRONMENTAL POLICY
Course Syllabus

I   CONTACTS

INSTRUCTOR
Name: Jim Whitestone
Email: jim.whitestone@utoronto.ca
Lecture: (In-person) Thursday 10:00 AM - 12:00 PM
Location: ES
Office: tbd
Office hours: By appointment

Instructor Bio:

Jim Whitestone is the former Assistant Deputy Minister of the Climate Change and Environmental Policy Division at the Ontario Ministry of the Environment and Climate Change. He led divisions responsible for developing and implementing a range of environmental policies and programs including Climate Change, Great Lakes, source-water protection, zero-waste and circular economy, toxics reduction, renewable fuels, indigenous relations and inter-governmental affairs.

TA
Name: Faris Mecklai
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II   COURSE OVERVIEW

COURSE DESCRIPTION:
The course introduces students to the public policy and institutional foundations of public policy in Canada, with a focus on environmental policy in Ontario. It provides an "insider's" perspective on how environmental policy has been developed in Ontario.

In this course students will be given a detailed glimpse into the internal world of the Ontario Government. This glimpse will be set in the context of current theories about the nature of government policy in advanced liberal democracies and the roles of the various competing interests or "stakeholders".

In particular, students will learn:
•   The over-all Ontario government organization as it pertains to environment, natural resources and energy, both in its current form and its evolution over the past twenty odd years;

- the more detailed organization of the relevant departments – Environment, Agriculture and Rural Affairs, Municipal Affairs, Natural Resources, Energy; inter-ministry coordinating bodies; provincial agencies; the powerful central bodies (Finance, Cabinet Office and Treasury Board); and relevant administrative tribunals;
- the internal processes used to develop and implement policy in these organizations; and,
- the key skills used by professionals there including writing options papers and briefing notes along with the application of these to specific policy issues.

STUDENT LEARNING OUTCOMES:
The course introduces students to the public policy and institutional foundations of public policy in Canada, with a focus on environmental policy in Ontario. It provides an "insider's" perspective on how environmental policy has been developed in Ontario.

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- the internal processes used to develop and implement policy in these organizations; and,
- the key skills used by professionals there including writing options papers and briefing notes along with the application of these to specific policy issues.

It is hoped that students will use the course as an opportunity to develop, with the assistance of an experienced environmental policy professional who has a detailed knowledge of Ontario environmental policies, an "Options Paper" that would be suitable for presenting to a decisionmaker (Cabinet) on an environmental topic of personal interest.

The development of the paper involves four stages:
1. a short presentation of the topic as a Proposal to help each student to formulate the core environmental issue and identify suitable options and related background information;
2. the writing of a "briefing note" – a condensed version of the Options Paper;
3. mock Cabinet meeting at which some students will present their briefing notes and other students will roll-play various Cabinet members while providing feedback reflecting the various stakeholders that they represent; and

4. the writing of the finalized paper reflecting feedback on the initial proposal and briefing note including from the mock Cabinet meeting.

The specific objectives of the course are that students will:
- demonstrate the ability to write a Briefing Note;
- demonstrate understanding of key public policy concepts and environmental policy issues through the Readings Log; and,
- demonstrate the ability to write an Options Paper while being sensitive to the various perspectives/stakeholder interests of the decisionmaker (Cabinet).

PREREQUISITE COURSE(S):

Completion of 8.0 credits including ENV221H1/ ENV222H1. Students who do not meet the prerequisites are encouraged to contact the Undergraduate Associate Director.

READINGS LIST (Six readings required for Readings Log – see Section IV on Evaluation/Grading Scheme):

Lecture 1:

[A Made-in-Ontario Environment Plan](#), Ontario's plan to address climate change and protect our air, land and water.

Practical Guide to Writing Briefing Notes in The Government of Canada, Robert Fonberg, 2020

Supporting the Policy-Making Process, Public Health Ontario, Workbook, April 2018

Lecture 2:

Andrew Dobson, *Environmental Politics: A Very Short Introduction*, [Oxford University Press](#), 2016 ([ISBN](#) [978-0-19-966557-0](#)).

Carter, Neil. 2007. *The Politics of the Environment: Ideas, Activism, Policy*, 2nd ed. New York: [Cambridge University Press](#). [ISBN](#) [0-521-68745-4](#)

Book Review, Deliberative Environmental Politics: Democracy and Ecological Rationality, By Walter F. Baber and Robert V. Bartlett, 2005, The MIT Press https://www.academia.edu/71018124/Deliberative_Environmental_Politics_Democracy_and_Ecological_Rationality

Guerrero, Alexander (2014). ["Against Elections: The Lottocratic Alternative"](#) (PDF). *Philosophy & Public Affairs*. **42** (2): 135–178. [doi](#):[10.1111/papa.12029](#)

Indigenous environmental knowledge and politics https://www.ecopoliticspodcast.ca/episode-8-indigenous-environmental-knowledge-and-politics-2/

Lecture 3:

Who's The Boss? – Jurisdiction Over the Environment in Canada https://www.lawnow.org/whos-the-boss-jurisdiction-over-the-environment-in-canada/

The Environment and Aboriginal Rights https://www.lawnow.org/the-environment-and-aboriginal-rights/

Federalism, the Environment and the Charter in Canada, Dayna Scott, The Law Society of Upper Canada, Special Lectures 2017: Canada at 150: The Charter and the Constitution, (Toronto, 2018), pp. 188-201

https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=3682&context=scholarly_works

The Environment and Aboriginal Rights https://www.lawnow.org/the-environment-and-aboriginal-rights/

Federalism, the Environment and the Charter in Canada, Dayna Scott, The Law Society of Upper Canada, Special Lectures 2017: Canada at 150: The Charter and the Constitution, (Toronto, 2018), pp. 188-201 https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=3682&context=scholarly_works

Lecture 4:

Top of Mind, Institute on Governance, and Brian Mulroney Institute of Government at St. Francis Xavier University https://iog.ca/wp-content/uploads/2022/05/Top-of-Mind-Summary-Report-EN.pdf

Lecture 5:

An Overview of Environmental Issues in Ontario https://www.auditor.on.ca/en/content/annualreports/arreports/en19/v2_100en19.pdf

Environmental Protection Report that covers ministry compliance with the Environmental Bill of Rights (EBR), and environmental protection issues related to ministries prescribed under the EBR https://www.auditor.on.ca/en/content/annualreports/arreports/en21/ENV_EBR_en21.pdf

How Doug Ford Has Reshaped Ontario Environmental Policy https://thenarwhal.ca/doug-ford-ontario-environment-explainer/

Lecture 6:

Weberian Theory of State – Explained! https://www.politicalsciencenotes.com/theories-of-state/weberian-theory-of-state-explained/767

The Calculus of Consent: Logical Foundations of Constitutional Democracy,1962 James M. Buchanan and Gordon Tullock p30. https://books.google.ca/books?id=skAQQU6Vc6AC&pg=PA30&lpg=PA30&dq=&redir_esc=y#v=onepage&q&f=false

Dahl, Robert A. 1961. Who Governs? New Haven, CT: Yale University Press.

Nondecision-making, Bachrach, Peter, and Morton S. Baratz. 1970. Power and Poverty. New York: Oxford University Press.

Lecture 7(WEEK 8):

An Overview of Environmental Issues in Ontario
https://www.auditor.on.ca/en/content/specialreports/specialreports/The_State_O f_The_Environment_EN.pdf

Lecture 8(WEEK 9):

https://youtu.be/Ia0eLrunSDU Lager Lecture, Reimagining the Great Lakes with Dr. Gail Krantzberg, McMaster TV, 2022

Canada-Ontario Great Lakes Agreement

Canada-Ontario Lake Erie Action Plan

EPR Policies and Product Design: Economic Theory and Selected Case Studies Organization for Economic Co-operation and Development, 2006

OWMA's ReThink Waste 2022 Policy Report , Ontario Waste Management Association (OWMA), 2022

Lecture 9(WEEK 10):

Climate Change: Ontario's Plan to Reduce Greenhouse Gas Emissions, Office of the Auditor General of Ontario, 2021
https://www.auditor.on.ca/en/content/annualreports/arreports/en19/v2_300en1 9.pdf

Canada in a Changing Climate: Regional Perspectives Report to help inform and support adaptation to climate change in Ontario
https://changingclimate.ca/regional-perspectives/chapter/3-0/

Lecture 10(WEEK 11):

Ontario's regional transportation plans:
- Northern transportation plan
- Southwestern transportation plan
- Greater Golden Horseshoe transportation plan

Reforming Provincial Energy Planning: Summary and Analysis from Ontario 360's Expert Roundtable May 3, 2021

Lecture 11 (WEEK 12):

Creating water infrastructure sustainability through a provincial rate setting authority, Ontario Sewer and Watermain Construction Association, May 2016 https://www.oswca.org/uploads/may-2016-white-paper-creating-water-infrastructure-sustainability-through-a-provincial-rate-setting-authority.pdf

IPBES (2019): Summary for policymakers of the global assessment report on biodiversity and ecosystem services of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services. S. Díaz, J. Settele, E. S. Brondízio, H. T. Ngo, M. Guèze, J. Agard, A. Arneth, P. Balvanera, K. A. Brauman, S. H. M. Butchart, K. M. A. Chan, L. A. Garibaldi, K. Ichii, J. Liu, S. M. Subramanian, G. F. Midgley, P. Miloslavich, Z. Molnár, D. Obura, A. Pfaff, S. Polasky, A. Purvis, J. Razzaque, B. Reyers, R. Roy Chowdhury, Y. J. Shin, I. J. Visseren-Hamakers, K. J. Willis, and C. N. Zayas (eds.). IPBES secretariat, Bonn, Germany. 56 pages. https://doi.org/10.5281/zenodo.3553579

Lecture 11 (WEEK 12):

Ontario Biodiversity Council. 2011. Ontario's Biodiversity Strategy, 2011: Renewing Our Commitment to Protecting What Sustains Us. Ontario Biodiversity Council, Peterborough, ON. http://ontariobiodiversitycouncil.ca/wp-content/uploads/Ontarios-Biodiversity-Strategy-2011-accessible.pdf
Environmental Commissioner of Ontario, Special Report to the Legislative Assembly of Ontario, January 2012 Biodiversity: A Nation's Commitment, An Obligation for Ontario
https://www.auditor.on.ca/en/content/reporttopics/envreports/env12/2012%20Biodiversity%20Special%20Report.pdf

III   HOW THE COURSE IS ORGANIZED

The first 6 weeks provide the basics of what policy is and how it is developed and brought into effect in a "Westminster" style liberal representative democracy ("LRD"). The next 6 classes look at key policy areas in more depth. The last class is a summary of the course and examines the future of environmental policy in Ontario.

COURSE SCHEDULE & RELEVANT SESSIONAL DATES:

DATES	UNIT/WEEK	TOPICS
Jan. 11th	1	Course Introduction
Jan. 18th	2	Basic Civics – liberal parliamentary democracy
Jan. 25th	3	The Canadian and Ontario institutional context **PROPOSAL due on Jan. 28th at 11:59 pm**

Feb. 1st	4	Key Ontario Organizations Part 1 - The Central Ministries that Influence Environmental Policy
Feb. 8th	5	Key Ontario Organizations Part 2 – The "Line" Ministries with Environmental Policy Responsibilities
Feb. 15th	6	Decision-Making on the Environment **BRIEFING NOTE due on Feb. 18th at 11:59 pm**
Feb. 19th – Feb. 23rd		Reading week
Feb 29th	7	Overview of Environmental Policy Issues by Media - Air, Land & Water
Mar. 7th	8	Key Issues - Great Lakes and Waste Policy **MOCK CABINET COMMITTEE**
Mar. 14th	9	Key Issues - Climate Change **MOCK CABINET COMMITTEE**
Mar. 21st	10	Key Issues - Infrastructure (transportation, energy) **MOCK CABINET COMMITTEE**
Mar. 28th	11	Key Issues - Infrastructure cont'd (water) and Biodiversity **MOCK CABINET COMMITTEE**
Apr. 4th	12	Wrap up - summary of the course and the future of environmental policy in Ontario **MOCK CABINET COMMITTEE** **READINGS LOG due on Apr. 5th at 11:59 pm**
Apr. 24th		**OPTIONS PAPER due on Apr. 19th at 11:59 pm** **Mock Cabinet Committee Presentations & Feedback** **MOCK CABINET COMMITTEE PRESENTATIONS & FEEDBACK due Apr. 5th at 11:59 pm**

IV   EVALUATION/GRADING SCHEME

The assignments and their shares of the course grade are:

Options Paper – 35
Briefing Note - 25
Readings Log – 20
Proposal – 10

Mock Cabinet Committee Presentation/Feedback - 10

These are described in more detail below.

Proposal

Prepare a brief proposal (no more than one page in a format provided by instructor) for an environmental policy issue or topic area that will become the subject of the Briefing Note and Options Paper. Consultation with the instructor is strongly recommended. **The Proposal is due by Week 3 (January 28).**

Briefing Note

Each student will submit a Briefing Note on the environmental policy issue or topic of interest chosen for the Proposal with the assistance of the instructor. Briefing Notes typically use the following headings: Issue, Background, Proposal and Comments. They should be clear and concise (no more than two pages in a format provided by instructor). They are meant to provide decisionmakers such as a government Minister (e.g. Minister of Environment), a Mayor or city councillor(City of Toronto) or a Board/Executive Committee of a stakeholder organization (industry associations, environmental non-government and civil society organizations, support groups such as environmental health advocacy groups, or faith-based organizations) with a quick summary of an issue.   **The deadline for submission is Week 6 (February 18).**

Readings Log

Each student will submit a set (five readings) of short summaries of the readings (total words, about 2,700) drawn from the Reading List, supplemental readings on the website or other readings relevant to a topic area that the student has chosen to be the subject of the Briefing Note and Options Paper. **The deadline is April 5th** but the assignment may be handed in at any time. Each summary has two brief components: a précis and a statement of the student's main response to the main points of the reading.

Options Paper

In the practice of public policy, the "workhorse" of policy analysis and development is the Options Paper. Some variant of the Options Paper is used to develop policy and to present issues to decisionmakers. In Ontario, the Cabinet Submission Guidelines represent the implementation of the format for the Ontario Cabinet. The format of Options Papers includes the following key headings: Issue, Background, Options, Evaluation and Recommended Option. Students will be asked to write an Options Paper on a subject of particular interest, with permission. The paper should not exceed 3000 words (approximately 10 pages) and should follow acceptable style guidelines (Kate Turabian's guide is recommended). **The deadline is April 19th.**

Mock Cabinet Minister Presentation and Feedback

Students will each be assigned a role of either a Deputy Minister (e.g. Deputy Minister of the Environment) presenting an environmental policy proposal to a Cabinet Committee (Environmental Policy Committee of Cabinet) or a Cabinet Committee Member (Other Ministers such as Industry, Energy, Transportation etc.).

The student assigned to the role of the Deputy Minister presenting an environmental policy proposal will prepare and present a short policy proposal to the Cabinet Committee based on their briefing note along with a proposed cabinet minute (1/2 page summary based on briefing note + short proposed minute).

The students assigned to the role of Cabinet or Executive Committee Member will be assigned a ministerial portfolio such as Industry, Energy, Transportation etc. and will prepare a question reflecting the impact of the proposal on their portfolio and based on the presenting Minister's/student's briefing note along with a recommendation for the proposed cabinet minute (1/2 page question on briefing note circulated in advance + short proposed minute).

Time will be provided in lectures week 9 through 13 to conduct the mock cabinet sessions and with the deadline for the written proposals/questions + proposed minute/recommendation due April 5th but the assignment may be handed in at any time after the relevant mock in-class cabinet session**.**

Note: if an unexpected technical issue occurs with a university system (e.g., Quercus services, network outage) that affects availability or functionality, it may be necessary to revise the timing or weighting of the assessments.

CRITERIA FOR EVALUATING WORK

The **Proposal** will be marked according to a clear statement of the **Issue** (problem statement or decision-sought).

The **Briefing Note** will be marked according to a clear statement of the **Issue** (problem statement or decision-sought), providing relevant **Background** information, a clear description of the policy **Proposal** and then **Comments** reflecting the key considerations (pros and cons, stakeholder and other implications) for decisionmakers. Marks will also be based on the clarity, concision and accuracy of the briefing note.

Marks for the **Reading Log** will be based on the clarity and concision of the precis as well as the statement conveying the student's understanding and consideration of the reading.

The **Options Paper** will be marked according to a clear statement of the **Issue** (problem statement or decision-sought), providing relevant **Background** information, presenting a range of responsive policy **Options** and then an **Evaluation and Analysis** of those options reflecting the key considerations (pros and cons, stakeholder and other implications) along with a **Recommended Option** based on that analysis with a supporting rationale for decisionmakers. Marks will also be based on the quality and thoroughness of the **supporting research** (e.g. basis in evidence, relevance and strength of references).

The **Mock Cabinet Minister Presentation and Feedback** will be marked according to:
1. For students assigned to the role of the Deputy Minister presenting an environmental policy proposal, a clear statement of the **Issue** (problem statement or decision-sought) and key considerations for decision-makers; and
2. For students assigned to the role of Cabinet or Executive Committee Member, the relevance of the question and recommendation for the proposed cabinet minute reflecting the impact of the proposal on their portfolio/stakeholders

The other general criteria used in evaluating communication during the Mock Cabinet Minister Presentation and Feedback are the following:
1) **Success in communicating** key concepts succinctly and accurately, thereby demonstrating sound understanding of the work being presented.

2) **Mechanics of communication**, such as manner of speaking (including good diction and tone), structure of the presentation and level of organization.
3) **Ability to ask or respond to questions** appropriately and fairly to contribute to and stimulate unstructured discussion among peers.

The other general criteria used in evaluating written work are the following:
1) **Mechanics**: Your work must be completely free of grammatical errors, spelling errors or major factual errors. References can be in any style but the same format must be used consistently and they must be accurate.
2) **Writing style**: Your papers should be written in a clear and unambiguous style which assists, rather than impedes, communication with the reader.
3) **Structure**: Your written work should have a clear focus, provided by the research question, and a structure which logically flows from that focus.
4) **Precision and accuracy**: Precision means saying exactly and specifically what you mean, avoiding ambiguity and vague generalities. Accuracy refers to absence of major factual errors.
5) **Analysis**: Your analysis should display understanding of the topic and, based on that understanding, originality of thought.

V   COURSE POLICIES

Communication with instructor: I will respond to email within 24 hrs. on weekdays except over reading week Feb 19 to 23, 2024.

Atmosphere of Mutual Respect: *"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."*

In Class Student Recording of Course Content: 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.

Lateness: All written assignments received after the due date will be penalized 2% per day of lateness for the first two days and then 5% per day thereafter. There will also be a one-week cutoff with any further extensions only by instructor permission.

Handing in assignments: assignments will be handed in electronically through Quercus.

Remarking: Marking will be done by the teaching assistant and approved by the instructor. Any disputes should be discussed with the Teaching Assistant first. Any remaining disputes will be reviewed by the instructor.

> NOTE: Students must keep all notes from their research and draft versions of their essays. These materials may be required to receive a grade (in accordance with University policies on Plagiarism).

VI   TECHNOLOGY REQUIREMENTS

This course requires the use of computers, and of course sometimes things can go wrong when using them. You are responsible for ensuring that you maintain regular backup copies of your files, use antivirus software (if using your own computer), and schedule enough time when completing an assignment to allow for delays due to technical difficulties. Computer viruses, crashed hard drives, broken printers, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, and are not acceptable grounds for a deadline extension.

Specific guidance from the U of T Vice-Provost regarding student technology requirements is available here:
https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/

Advice for students regarding online learning is available here:
https://onlinelearning.utoronto.ca/getting-ready-for-online/

VII   INSTITUTIONAL POLICIES AND SUPPORT

ACADEMIC INTEGRITY:

The University of Toronto is committed to the free and open exchange of ideas, and to the values of independent inquiry. Academic integrity is fundamental to our university community's intellectual life. What does it mean to act with academic integrity? U of T supports the International Center for Academic Integrity's definition of academic integrity as acting in all academic matters with honesty, trust, fairness, respect, responsibility, and courage. For an Indigenous perspective on these values, you might also like to read more about the Seven Grandfathers approaches to academic integrity.

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-mattersjuly-1-2019 outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:
• Using someone else's ideas or words without appropriate acknowledgement.
• Submitting your own work in more than one course without the permission of the instructor.
• Making up sources or facts.
• Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:
• Using or possessing any unauthorized aid, including a cell phone.
• Looking at someone else's answers.
• Letting someone else look at your answers.
• Misrepresenting your identity.
• Submitting an altered test for re-grading.
• Misrepresentation:
• Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
• Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any

questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centres https://writing.utoronto.ca/writing-centres/arts-and-science/, the Academic Success Centre, or the U of T Writing Website."

Use of AI

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.

Students may use the following, and only ChatGPT and Wordsonic 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.

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.

If you have any question about the use of AI applications for course work, please speak with the instructor

Use of Ourginal

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

COPYRIGHT

If a student wishes to copy or reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. More information regarding this is available here: https://teaching.utoronto.ca/ed-tech/audio-video/copyright-considerations/

MEDICAL CERTIFICATE & DOCUMENTATION SUPPORTING EXTENSIONS, ETC.

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration

for missed academic work have been asked to record their absence through the ACORN online absence declaration. Students are asked email the instructor a screenshot of the completed self-declaration within a week of the missed work and to indicate in this email what graded work requires consideration.

A student who is registered with Accessibility Services, or otherwise provides appropriate documentation to their college registrar, may receive a Registrar's Letter attesting to their legitimate need for an extension or other consideration, which will be accepted in lieu of the student providing the instructor with the supporting documentation directly. This protects the student's personal information, makes it easier to request and get appropriate consideration.

ACCESSIBILITY NEEDS

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: https://studentlife.utoronto.ca/task_levels/accessibility-and-academic-accommodations/ The University is committed to developing an accessible learning environment that provides reasonable accommodations to enable students with disabilities to meet the essential academic requirements of the University's course and programs. Please be aware of the academic 7 accommodation policies and resources page on the Provost's website: https://www.viceprovoststudents.utoronto.ca/students/academic-accommodation/ Accessibility Remote/Online Learning information and resources are available at: https://studentlife.utoronto.ca/service/accessibility-services-resource-library/

ADDITIONAL SERVICES and SUPPORT

The following are some important links to help you with academic and/or technical service and support
- General student services and resources at [Student Life](#)
- Full library service through [University of Toronto Libraries](#)
- Resources on conducting online research through [University Libraries Research](#)
- Resources on academic support from the [Academic Success Centre](#)
- Learner support at the [Writing Centre](#)
- Information for [Technical Support/Quercus Support](#)