



# SCHOOL OF THE ENVIRONMENT

## ENV411H1 S (WINTER 2025): *SUSTAINABILITY THINKING*

**Lecture Section & Meeting Times:** LEC0101 Tuesdays 12pm-2pm

**Tutorial Meeting Times:** TUT0101 Tuesdays 2pm-3pm; TUT0201 Tuesdays 3pm-4pm  
(see Course Schedule for dates of tutorials)

## I CONTACTS

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### INSTRUCTOR

Name: Dr. Lisa Mychajluk

Email: [lisa.mychajluk@utoronto.ca](mailto:lisa.mychajluk@utoronto.ca)

Office hours: Tues, 4-5pm & Fri., 12-1pm by appointment: [Book time with Lisa Mychajluk](#)

### TA

Name: Emily Dobrich

Email: [emily.dobrich@mail.utoronto.ca](mailto:emily.dobrich@mail.utoronto.ca)

Contact time: *During tutorials*

### *Who to contact?*

**Course instructor:** Personal issues that require instructor's attention, and anything related to material discussed in lectures.

**Course TA:** Anything related to tutorials, assignments, and accommodations (including extension without penalty requests).

**For emails:** Only send emails from your University of Toronto email account, put **ENV411** in subject line, and allow at least 48 hours for a response.

## II COURSE OVERVIEW

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### COURSE DESCRIPTION:

This course provides students with an opportunity to deeply interrogate how *sustainability* is conceptualized, understood, structured, and practiced. To do so, students will explore various disciplinary and cultural perspectives, as well as structural conditions (e.g., colonialism, racism, patriarchy, capitalism), and their logics of exploitation, reductionism, and competition, that reproduce contemporary "unsustainabilities." In addition, alternative ways of thinking, acting, and being, guided by relationships, cooperation, regeneration, and well-being, will be considered for their potentialities to guide us to a just, sustainable, and thriving planetary existence. Designed to provide a capstone experience, students will engage in reflection on their sustainability learning and experience, and apply critical sustainability perspectives while working both independently and collaboratively on chosen topical research.

### STUDENT LEARNING OUTCOMES:

By the end of this class, you should have confidence in your ability to:

- Understand and describe the conjoined nature of the ecological, social, economic, and cultural spheres of sustainability, and why sustainability requires holistic thinking, design, and practice.
- Understand and describe the structural conditions that underpin sustainability challenges, and how restructuring these conditions based on alternatives ways of thinking, acting, and being, could support a shift to sustainable trajectories.
- Apply critical sustainability thinking to a sustainability challenge of interest.
- Engage with peers in a reflective and collaborative learning experience, and the co-creation of an engaged and generative learning space.

### PREREQUISITE COURSE(S):

ENV222H1/ (TRN140Y1, TRN141Y1), 12.0 credits and enrolment in the *Certificate in Sustainability*. Breadth Requirements: Society and its Institutions (3).

### III HOW THE COURSE IS ORGANIZED

This course includes a lecture section where sustainability thinking theory is explored, and seminar-style tutorials (dates in table) where students relate this theory to their learning experiences, future careers, and sustainability aspirations.

<b>A module for each week can be found on the course Quercus page: <a href="https://q.utoronto.ca/courses/383060">https://q.utoronto.ca/courses/383060</a></b> <i>Please refer to these modules prior to lecture each week for <b>REQUIRED READINGS</b> and additional details on how to prepare for class.</i>			
DATE	WEEK	TOPICS	NOTES
Jan 7	1	Introductions, overview of course & policies	<b>Review:</b> The course syllabus and Quercus page
Jan 14	2	Sustainability frameworks & dimensions (and some critiques)	<b>Tutorial #1: "On Reflection"</b> <ul style="list-style-type: none"> <li><u>Discussion:</u> Sustainability education <ul style="list-style-type: none"> <li>Group discussion notes due <b>Jan 14 @ 11:59pm</b></li> </ul> </li> <li><u>Activity:</u> Forming groups and exploring topics</li> </ul>
Jan 21	3	(Un)sustainability: Waste, capitalism, and the logics of degradation	<b>Assignment #1: Gratitude in learning (10%) due Jan 24 @ 11:59pm</b>
Jan 28	4	(Un)sustainability: Injustice, violence, and the logics of exploitation	<b>Tutorial #2: "Critiquing sustainability"</b> <ul style="list-style-type: none"> <li><u>Discussion:</u> Sustainability frames <ul style="list-style-type: none"> <li>Group discussion notes due <b>Jan 28 @ 11:59pm</b></li> </ul> </li> <li><u>Activity:</u> Identifying independent project focus and possible integrations for group project</li> </ul> <b>Assignment #2a: First Reading Reflection based on weeks 2-4 (5%) due Jan 31 @ 11:59pm</b>
Feb 4	5	Seeds of sustainability: Life-giving cultures and worldviews	<b>Tutorial #3: Project work session</b> <ul style="list-style-type: none"> <li>Time to develop independent and group project proposal with in-tutorial assistance</li> </ul>
Feb 11	6	Art-activism: Museums and socio-ecological knowledge mobilization	<b>Tutorial #4: "How do we shift?"</b> <ul style="list-style-type: none"> <li><u>Discussion:</u> Shifting ways of seeing, acting, and being <ul style="list-style-type: none"> <li>Group discussion notes due <b>Feb 11 @ 11:59pm</b></li> </ul> </li> <li><u>Activity:</u> Exploring impactful ways to communicate our project findings</li> </ul> <b>Assignment #3a: Independent Project Proposal &amp; Annotated Bibliography (10%) due Feb 14 @ 11:59pm</b>

<b>Feb 17 – 21: Winter Reading Week – NO CLASSES</b>			
Feb 25	7	Ecological sustainability: Thinking in circles, systems, and regeneratively	<p><b>Tutorial #5:</b> Group project work session</p> <ul style="list-style-type: none"> <li>• <u>Activity:</u> Groups work to coordinate individual projects into group presentation proposal</li> </ul> <p><b>Assignment #4a: Group Project Proposal &amp; Outline (5%) due Feb 28 @ 11:59pm</b></p>
Mar 4	8	Economic sustainability: Community, commons, and de-growth	<p><b>Assignment #2b: Second Reading Reflection based on weeks 7 &amp; 8 (5%) due Mar 7 @ 11:59pm</b></p>
<b>March 10: Last day to drop class</b>			
Mar 11	9	Social sustainability: Racialized and gendered perspectives on eco-justice	<p><b>Tutorial #6:</b> “Systems of eco-social change”</p> <ul style="list-style-type: none"> <li>• <u>Discussion:</u> Systems change for sustainability <ul style="list-style-type: none"> <li>○ Group discussion notes due <b>Mar 11 @ 11:59pm</b></li> </ul> </li> <li>• <u>Activity:</u> Applying a systems-change lens to our projects</li> </ul>
Mar 18	10	Pedagogy and participation for sustainability: Head, heart, and hands learning	<p><b>Tutorial #7:</b> “Learning sustainability”</p> <ul style="list-style-type: none"> <li>• <u>Discussion:</u> Transformative sustainability education – where, how, and to what end? <ul style="list-style-type: none"> <li>○ Group discussion notes due <b>Mar 18 @ 11:59pm</b></li> </ul> </li> <li>• <u>Activity:</u> Time for group work, practice for presentation, in-tutorial assistance</li> </ul>
March 25	11	Inner sustainability: Relationality, resilience, and well-being	<p><b>Assignment #2c: Third Reading Reflection based on weeks 5, 9 &amp; 11 (5%) due Mar 28 @ 11:59pm</b></p>
Apr 1	12	Group Presentations (in-class)	<p><b>Assignment #4b: Group Presentation (12%) &amp; Explanatory Document (3%)</b></p> <ul style="list-style-type: none"> <li>• Upload of presentations online, for in-class viewing due <b>Mar 30 @ 11:59pm</b></li> <li>• Upload of explanatory document due <b>Apr 4 @ 11:59pm</b></li> </ul>
Apr 8	-		<p><b>Assignment #3b: Independent Project - Final (25%) due Apr 8 @ 11:59pm</b></p>

## IV EVALUATION/GRADING SCHEME

Evaluation for this course is based on the completion of both individual and group assignments, as well as active participation in lectures and tutorials (as described further below).

WHAT	WHO	WHEN	WORTH
<b>1. Gratitude in learning</b>	<b>INDIVIDUAL</b>	<b>Jan 24</b>	<b>10%</b>
<b>2. Reading reflections (x3)</b>	<b>INDIVIDUAL</b>		<b>15% (in total)</b>
(a) First Reading Reflection based on weeks 2-4		(a) Jan 31	5%
(b) Second Reading Reflection based on weeks 7 & 8		(b) Mar 7	5%
(c) Third Reading Reflection based on weeks 5, 9 & 11		(c) Mar 28	5%
<b>3. Independent project:</b>	<b>INDIVIDUAL</b>		<b>35% (in total)</b>
(a) Proposal and annotated bibliography		(a) Feb 14	10%
(b) Final project		(b) Apr 8	25%
<b>4. Group project</b>	<b>GROUP</b>		<b>20% (in total)</b>
(a) Proposal and outline		(a) Feb 28	5%
(b) Presentation and explanatory document		(b) Mar 30 (presentation upload); Apr 1 (in-class); Apr 4 explanatory doc	15% <ul style="list-style-type: none"> <li>• 12% -presentation</li> <li>• 3% -explanatory document</li> </ul>
<b>5. Participation*</b>	<b>BOTH</b>		<b>20% (in total)</b>
Lecture attendance and activities	Lecture participation tracked <b>individually</b>	Weeks 2-11	10% = 1% x10 Exit Tickets
Tutorial group discussions + notes (x5)	Discussion notes are <b>group</b> submissions	End of day following in-tutorial discussion (Jan 14, 28, Feb 11, Mar 11, 18)	10% = 2% x5 Discussion Notes
<b>TOTAL</b>			<b>100%</b>

\*The participation grade (20%) is tracked through **submission** of *Lecture Exit Tickets* and *Tutorial Group Discussion Notes*. These submissions are required in order to receive the associated participation grades.

## ASSIGNMENT DETAILS

Each assignment is described below. Detailed instructions for assignments, including assessment criteria, will be posted on Quercus, and will be discussed in class and tutorials. **Submission time for all assignments is by 11:59pm on date due.**

### **Assignment #1: Gratitude in Learning (10%), Due Jan 24**

Reconfiguring conventional relations, including within the academic sphere, could prove to be an integral part of shifting to more sustainable ways of being. So often academic work is extractive, made invisible, and exploitative. The teacher-student dichotomy, the distance between reader and writer, and the transactive character of contemporary education can all inhibit fostering meaningful connections in this realm. This assignment is intended to foster a small shift in your academic relations, through reflection and expression of appreciation for someone who has contributed meaningfully to your learning in the post-secondary context, and how you understand the world. This person could be a course instructor, a teaching assistant, another student, or anyone else you have engaged with during your studies for an academic purpose. Present your thoughts in a one-page (~250-300 words) letter to this person – be sure to be specific by including 2-3 examples of how this person has impacted you. Submit your letter through Quercus. I also encourage you to send your letter to its intended recipient (though this is not required).

### **Assignment #2: Reading Reflections (15%)**

**(a) First Reading Reflection based on weeks 2-4, due Jan 31 (5%)**

**(b) Second Reading Reflection based on weeks 7 & 8, due Mar 7 (5%)**

**(c) Third Reading Reflection based on weeks 5, 9 & 11, due Mar 28 (5%)**

Reading reflections are an opportunity to make connections between weekly course topics, and to reflect upon how the material has impacted your understanding and conceptualization of sustainability. For each reading reflection assignment, you will write ~250-300 words, on the material covered in the identified weeks for that assignment. These are not reading summaries. Your reflection should cut across readings, and may also incorporate material covered or discussed in class. If you have been keeping a learning journal during your studies (for any sustainability-related course), you may draw on your journal entries in these reflections as well. We will discuss in class what makes for a good reading reflection.

### **Assignment #3: Independent Project (35%)**

**(a) Proposal and annotated bibliography, due Feb 7 (10%)**

**(b) Final project, due Apr 8 (25%)**

The Independent Project is intended to provide each student with an opportunity to independently study a sustainability topic of choice, while integrating learning from this course on sustainability thinking. Students can use this opportunity to build upon a topic they have already gained familiarity with and wish to explore further, or explore a topic they have not had the opportunity to do so in their studies to date.

There are at least two output options for the Independent Project:

- 1) A conventional academic paper focused on a topic relevant to the course themes. The subject of the paper can be motivated by course readings, your own experience and observations, a news article or local issue that piqued your interest – whatever inspires you. The paper should be 2,000 – 2,500 words.
- 2) An alternative output – such as a detailed literature review, a policy or program analysis, a grant proposal, an art piece, a video presentation, a podcast, or some other mutually agreeable format (if you decide to do an alternative output, you're strongly encouraged to discuss with me or your teaching assistant).

Whatever format you choose, note that this year, we'll be curating a public event with some campus partners to display your work. So, I'd very much encourage you to include some visual element to your final project (even, for example, if it's just a few key sentences from your essay). We'll discuss this more in class and tutorial.

Regardless of the format you choose, you will prepare an outline and annotated bibliography to support your final paper or project, to be submitted on February 7<sup>th</sup>. The outline should be no more than 500 words (not inclusive of the annotated bibliography), and it should:

- (i) clearly identify the format of the final output (conventional paper, literature review, grant proposal, program review, etc.),
- (ii) provide a summary of the topic area, and
- (iii) include a brief outline of the thesis/sections/sub-headings/etc., as applicable.

For the annotated bibliography you will also provide a list of at least 5-7 sources, consisting of academic articles, book chapters, policy documents, newspaper articles, and the like, relevant to the topic, and include a brief annotation (3-4 sentences) for each reference. The specifics of the outline and annotated bibliography will be contingent on the form of the final project you choose.

#### **Assignment #4: Group Project (20%)**

**(a) Proposal and outline, due Feb 28 (5%)**

**(b) Presentation, due Mar 30 & in class on Apr 1 (12%) and explanatory document, due Apr 4 (3%)**

For the Group Project, students will work collaboratively in groups of 5 on a common research topic. These groups will be formed in tutorials, and will aim to align Independent Project topics with the common group topic (generally speaking). Further information on potential group topic areas will be discussed in class and tutorials. We will aim for topic diversity across groups. The intention of the Group Project is to engage in collaborative inquiry while contributing learning from the independent studies. Groups will propose their approach for this collaborative inquiry in assignment 4(a) and then present the results of their inquiry in a 3-minute thesis style presentation during our last class. A supplementary document to the presentation will be prepared to explain how independent studies were ultimately integrated into the group inquiry, and impacted group findings.

#### **CRITERIA FOR EVALUATING WORK**

Full criteria for evaluating assignments will be discussed in class and available on Quercus. Broadly, assignments should **convey** and **analyze** with precision and accuracy, and with clear focus; your **writing style** should be clear and unambiguous, and your **mechanics** free of grammatical errors, spelling or major factual errors. You should also be able to **reference** materials appropriately. Please consult referencing style guides (e.g., APA-7), e.g., <https://guides.library.utoronto.ca/c.php?g=250462&p=1670709>

Oral **presentations** will be assessed on the basis of being delivered succinctly and engagingly, and the group's ability to respond appropriately to questions and stimulate class discussion.

**Note on grading of group work:** An additional discretionary **deduction** may be applied to a student's grade for group work, determined by peer evaluations submitted along with group projects. Deductions may range from 25-100%, depending on the extent of unsatisfactory contribution to group assignments, as identified by your peers. Group members are expected to participate and contribute collaboratively and fairly to the project outcomes. Failure to contribute to group work and seek credit for work not contributed to, may lead to an individual zero grade on the group assignment, and could be considered an academic offense.

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## V COURSE POLICIES

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### LECTURES AND CLASSROOM POLICIES

- **Punctuality:** Instructional time starts at 12:10pm and will end around 1:50pm on tutorial days and 2pm on non-tutorial days (see schedule). If you have to come into class late, please do so in the least disruptive manner possible. As a sign of respect to the instructor and the rest of the class, arrivals after 12:30 PM are discouraged.
- **A positive learning environment:** 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. This applies to all matters and interactions related to the course including participation in class, group work, student presentations, communications with the teaching team regarding course content or evaluation, etc.
- **Etiquette regarding the use of computers and other electronic devices:** The use of computers and other electronic devices has become central to learning; still, the use of electronics in class must be limited to activities directly related to the course. Other uses are disruptive for the instructor and peers and thus are unacceptable.
- **Illness and masks:** While the University currently has no masking requirements in place, the University remains a mask-friendly environment, and we ask everyone to respect each other's decisions, comfort levels, and health needs. If you have recently experienced illness, or recently been exposed to COVID-19 or to someone with symptoms, please wear a mask. Let's be conscientious and kind to others. If you are experiencing a respiratory illness that is likely contagious, please do not come to class. It is highly advised that you have a course buddy who can provide you with notes, and other course information, should you need to miss class due to illness.
- **Course notes:** As a courtesy, I will be posting my Powerpoint slides on Quercus *after* class. Please note that I am under no obligation to do so and that such notes are intended to assist you and not replace your personal notes. The instructor reserves the right to stop posting the slides at any time at her discretion.
- **Lecture recordings:** Lectures will not be recorded. However, in unforeseeable circumstances, if I am unable to make it to class (e.g., illness), a lecture will be recorded in lieu and posted on the course Quercus page. *Notifications of cancelled classes will be posted on the Course Announcements page, as early as circumstances allow.*

### ASSIGNMENTS POLICIES

- **Referencing style (APA):** All references in written work must be fully cited using the APA format. The following website is a useful style guide:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)  
**Note:** On course assignments, please include page or lecture slide numbers in inline citations even when these are not direct quotes. This helps the TA when marking your assignments.
- **TURNITIN:** Normally, students will be required to submit their course assignments to Turnitin 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 Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin web site. If a student does not wish to participate in Turnitin, the student **MUST** advise their TA at least

three weeks before the assignment due date as alternate arrangements for screening the assignment must be arranged. (Normally, this will entail the submission of rough notes and drafts along with their final assignment.)

- **The use of generative artificial intelligence (AI) tools or apps:** This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes. The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments, except for the purposes of generating ideas, unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
- **Late submissions:** All assignments are due by 11:59pm on the date indicated on the Quercus assignments page. Please do not wait until the last minute to submit your work, as technical issues are not a valid excuse for lateness. Late work will be accepted with a 5% daily penalty (including Saturdays and Sundays), up to seven days after the due date. This penalty may be waived if proper documentation is provided (see next section). If you require accommodations, please communicate with the instructor as soon as possible, and preferably well in advance of assignment due dates.
- **Medical certificate & documentation supporting extensions:** If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. According to University policy, the ACORN Absence Declaration Tool is intended to be used in the following circumstances:
  - A health condition or injury (e.g., illness, serious physical harm, mental health issue, scheduled surgery)
  - A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student's control)
  - Bereavement (e.g., the death a student's immediate family member or close friend)The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible. *Please note that extensions will **NOT** be granted for workload issues or foreseeable situations.*
- **Re-marking of assignments**

Students concerned about the assessment in assignments are invited to carefully read the feedback provided by the TA and/or instructor in written form and in the assignment rubric (where applicable). If you require clarification or feel that you have been unfairly assessed, please contact the TA or the instructor (as appropriate) explaining the rationale for your request **within one week (seven days)** of receiving the graded assignment. Please be aware that rereading the assignment does not necessarily translate into a higher grade. It is a reassessment and as such, the grade may remain, go up, or drop. Requests made after one week may no longer be considered.



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## VI TECHNOLOGY REQUIREMENTS

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This course requires the use of computers for research and completion of assignments. It is also advisable to bring a device (laptop, tablet, smartphone) to class and tutorials to participate in the occasional interactive activity and to submit survey, exit tickets, etc. These devices may also be beneficial for the completion of in-tutorial work sessions.

Of course, sometimes things can go wrong with technology. You are responsible for ensuring that submissions have been submitted correctly, 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, 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.

If you have more questions, please consult the U of T Vice-Provost site below for information regarding student technology requirements: <https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

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## VII INSTITUTIONAL POLICIES AND SUPPORT

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### 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 Centre 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](#) 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 University's [Writing Centres](#) or the [Centre for Learning Strategy Support](#).

### **COPYRIGHT**

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. Recording of lectures is not permitted unless explicit permission of the instructor is received in advance.

### **ACCESSIBILITY NEEDS**

The University of Toronto is committed to accessibility. Students with diverse learning styles and needs are welcome in this course. 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.

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 Vice-Provost's [academic accommodation policies and resources page](#).

### **ADDITIONAL RESOURCES FOR STUDENTS**

#### Academics

- [College Registrar](#)
- [School of the Environment Undergraduate Office](#) (for ENV support)
- [Writing Centres & Workshops at the University of Toronto](#)
- [Academic Integrity](#)
- [Accessibility Services](#)
- [Library Resources](#), including writing, research, and workshops
- [Centre for Learning Strategy Support](#)

#### Health & Wellness

- [Student Life Office](#)
- [Health & Wellness](#)
  - [Feeling Distressed?](#)
- [Student Mental Health Resource](#)
- [Sexual & Gender Diversity Office](#)

#### Additional Support

- [First Nations House](#)
- [Centre for International Experience](#)