School of Kinesiology and Health Science
Faculty of Health
York University

KINE 4170 - Public Health Nutrition and Food Policy

This course provides an understanding of the current public health policies and the regulatory frameworks related to food and nutrition, with the aim of identifying and assessing nutritional health at the population level.

COURSE: KINE 4170 3.0

TERM: WINTER 2024

PREREQUISITE: None

COURSE DIRECTOR:
Dr. Mavra Ahmed
344 Bethune College
Email: mavraa@yorku.ca
Office Hours: By appointment only

TIME AND LOCATION:
First class: Monday, January 8th, 2024
Last class: Wednesday, April 3rd, 2024
Location: Hybrid - Online by Zoom or YK SLC C (Mon 10-11:30 am) or YK VH 1152A (Wed 10-11:30 am)
Days of the week: Mondays and Wednesdays
Time: 10:00 – 11:30 am (1.5 hrs)

This course uses eClass. Please note that this will be a hybrid course – it will depend both on remote and in-class teaching and learning.

COURSE DESCRIPTION:
This course examines current public health policies and the regulatory frameworks related to food and nutrition, with the aim of identifying and assessing nutritional health at the population level. The key topics covered in this course leads to an understanding of the policy development and evaluation of food and nutrition in Canada and globally. This course explores examples of both local and global current approaches through case study analyses to review research articles and hot topics (such as the use of nutraceuticals and functional foods, the impact of system perturbations (e.g., pandemic or climate change) on food affordability, security and eating patterns, analysis of national nutrition surveys and the role they play in policy development, digital food environments and the link between government, academia and industry) to highlight the complex factors involved in addressing these issues. The course incorporates a variety of teaching and learning strategies and approaches such as traditional didactic in-person and video lectures, online interactive quizzes, guest speakers, debates/role playing, written activities (e.g. reflection pieces), oral activities (e.g. presentations), board games and the use of digital technology/software. These activities are intended to help develop

students' critical thinking, writing and presentation skills and engage the students with the course director, guest speakers and each other in reviewing various course-related topics.

COURSE LEARNING OBJECTIVES:

1) Build awareness of public health nutrition and food policy including community and global issues
2) Develop the ability to critically review scientific literature related to nutrition and public health policy in the prevention and treatment of noncommunicable disease outcomes
3) Become familiar with methods to assess nutritional epidemiological data
4) Consider practical issues in translating nutritional research findings into programs and policies

SPECIFIC LEARNING OBJECTIVES BY TOPICS:

By the end of the course, students will be able to:

1) Describe the fundamentals of public health nutrition, including the environmental, political, cultural, and social determinants of health to recognize factors impacting policy interventions.
2) Explore how food systems and food production practices affect food security and public health, with attention to equity and the historical trends that shape today's food system.
3) Discuss and critique the roles of and interconnectedness between the government, industry and academia in policy development and regulation in the context of real-world scenarios.
4) Assess policy tools including Canada's Food Guide, food labels, front-of-package labelling, and health/nutrient content claims to improve public health and evaluate similar international policies.
5) Analyze population-level nutrition research to promote healthy and sustainable food systems using basic research methods and statistical analyses.

COURSE MATERIALS:

There is no required textbook for this course. Students will be expected to access eClass https://passportyork.yorku.ca/ppylogin/ppylogin for lecture and reading material, quizzes/learning modules, various class activities and class communications. Instructor will upload a list of topics, the necessary reading materials and slides for each lecture. Please note that some of the readings may be added to or updated at the request of guest speakers.

IMPORTANT DATES: https://registrar.yorku.ca/enrol/dates/2023-2024/fall-winter
Winter reading week: February 17-23
Last day to drop a course without receiving a grade: March 11
Course withdrawal period: March 12 - April 8 (will receive a grade of "W")
Final Exam period: April 10-26

COURSE ORGANIZATION:

This course involves formal lectures by the course director and invited guests. The lectures will be supplemented by short videos, polls and breakout rooms for discussions. The required readings are central to the course. The lectures and online material will serve to enrich, clarify, and illustrate crucial issues from the assigned readings.

Students are expected to attend the virtual and in-class classes. Students will be asked to participate in this course through video conferencing for lectures and guest presentations and that they also appear on video for discussion sessions, breakout rooms and group work, while quizzes/modules can be completed after the lecture as well as in-class participation. Students will have an opportunity to interact with the course instructor online (online office hours by appointment) or in-class.

Remote lectures will use a mixed format of both synchronous and asynchronous delivery. Please consult the lecture schedule below as well as eClass for more details regarding this. Asynchronous lectures will be posted to eClass. Readings will be posted ahead of time and organized on eClass by topic. Synchronous lectures will be recorded for quality control purposes but may not be posted to eClass. It is your responsibility to attend these live classes. Recordings of live Guest Lectures will be posted to eClass. Students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also FIPPA https://www.ontario.ca/laws/statute/90f31 and intellectual property rights).

ADDITONAL RESOURCES:
Laptops/Computers/Tablets/Digital Devices for internet access in class and at home, mobile phones/smartphones/app-enabled devices for course assignments and, downloading of R-Studio (available free of charge; (https://rstudio.com/products/rstudio/download/)) is required. In addition to stable, higher-speed Internet connection, please ensure that the computer/digital device being used to attend virtual classes is equipped with webcam and microphone, and/or a smart device with these features.

Technical Requirements for taking the course:
Several platforms will be used in this course (e.g., email, Zoom and eClass) through which students will interact with the course materials, the course director, as well as with one another. Therefore, a computer or smart device with internet, a camera and microphone are required to complete the course.

Please make every effort to arrange for an adequate internet connection, especially for presentations and exams. If you have any specific concerns about your internet connection, you should seek all available options for writing your exam in a location with a stable internet connection. If you are not confident that you can access a reliable internet connection, you should communicate your concerns to the professor well in advance of the presentation/exam.
A way to determine Internet connection and speed: there are online tests, such as Speedtest, https://www.speedtest.net/ that can be run.

Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted.
Students shall note the following about Zoom:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for eClass can be found here - https://lthelp.yorku.ca/95440-student-faq

Useful links describing computing information, resources and help for students:

Student Guide to eClass	https://lthelp.yorku.ca/95440-student-faq
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://lss.info.yorku.ca/online-learning/

Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

COURSE EVALUATION:
These activities are designed to give students the opportunity to gain a deeper understanding of nutrition research and several nutritional issues/controversies involved in public health policy and regulations and develop a strong appreciation of critical thinking under the guidance of the instructor. *There will be no make-up assignments or additional course assignments available.* If a student has an issue, please speak to the professor as soon as possible.

Assignment/Assessment	Weight	Due Date
Online Class Quizzes/Learning Modules (2.5% each; best 4)	10%	As stated on eClass
Teaching & Learning Activities (mini assignments) 5% each; best 4) Examples include: 1: Board Game participation 2: Individual reflection 3: Debate/Role Playing 4: Q&A on FoodFlip© App 5: Think-Pair-Share	20%	As stated on eClass
Group Presentation with individual reflection report	25%	Topic selection: Feb 7th, 2024 Group Presentations: March 11th and March 13th, 2024 Reflection report: April 20th, 2024
Policy Brief (Food Policy Issue) Outline + Paper	25%	Topic Selection: Jan 31st, 2024 Outline: February 14th, 2024, and Policy Brief: March 4th, 2024
Take-Home Exam	20%	TBD

DESCRIPTION OF COURSE EVALUATIONS AND ASSESSMENTS:
Summary of the assignments and assessments are included below; refer to individual assignment and assessment instructions on the Course's eClass website for additional details, which will be posted by the end of Jan 2024.

eClass will be used for course management (e.g., for delivery of instructional content, assignment submissions, eClass quizzing, class communications) and Turnitin will be used for written submissions. Students are expected to use their mobile phones/app-enabled devices to access the FoodFlip© app and will be required to download R-Studio (which is available free of charge) in order to conduct in-class activities and their take-home exam (https://rstudio.com/products/rstudio/download/).

Quizzes or Learning Modules (10%): Quizzes or learning modules will be delivered via eClass and will cover material (e.g., readings and lectures) from previous classes or the current week's lecture. Marks will be given for the top 4 quizzes/learning modules (each worth 2.5%).

Teaching & Learning Activities (mini-assignments) (20%): These blended forms of teaching and learning activities will include discussion of case studies and/or research articles published within the last 5 years on 'hot' topics of public health nutrition, such as front-of-pack labelling, sugar-sweetened beverages taxes, pandemic, climate change, trans fat regulations and restaurant interventions. This activity will encourage students to critically evaluate/discuss/debate a 'hot topic' under the guidance of the instructor and gain a better understanding of the policy issues in food and nutrition. Marks will be given for the top 4 activities (each worth 5%).

Policy Brief Written Assignment + Outline (25%): Students will be expected to write a policy brief (individually) on a current population level nutrition initiative/intervention (e.g., nutrition labelling, health claims, marketing to kids) in Canada or globally and its effects on nutrition outcomes (i.e., knowledge, attitude, behaviour, dietary intakes and/or clinical indicators), discuss the effects of the initiative/intervention and critically evaluate the consistency and strength of the evidence. Students may choose to focus the topic on different groups of the population or target it towards the general population. The following is a non-comprehensive list of potential topics: Food taxation and subsidies, digital marketing, online retail grocery store interventions, food composition (e.g., out-of-home meals in food service outlets) and food promotion. All topics will be approved by the instructor beforehand.

Group Oral Presentation with individual reflection report (25%): In groups of 4-5 (depending on enrollment), students will be asked to prepare and present (10 min oral presentations) on the regulation and related science of (e.g.) functional foods in the marketplace. The group will select a Canadian food product from the marketplace that has at least one disease risk reduction, health or nutrient function claim, and summarize the nutritional information found on the product, comment on the usefulness of the claim in providing information to the consumer and assess the claim for scientific substantiation. Each group is required to submit their 3 proposed assignment topic ideas (three products) for approval by the instructor prior to commencing the assignment. The instructor will select and approve one product per group. Each member of the group is expected to equally contribute to the preparation of the presentation and participate in the delivery of the presentation. This will take the form of students coming together to present to the rest of the class, face-to-face. Students will be asked to write a short (~500-750 words) individual reflection piece on the content of the presentation. A guiding document including further details on the group assignment will be provided separately. 75% of the grade will be based on the presentation, 25% from individual reflection report. The following is a non-comprehensive list of potential topics: oats/psyllium/soy with FDA-approved health claims, orange juice fortified with calcium, dietary fibre products, etc.

Take-Home Exam (20%): Students will be provided with a research question on a population-level nutrition intervention and be asked to conduct a short research analysis report (Introduction, Methods, Results and Conclusion) on the question. The question will make use of the publicly available National Nutrition Health Survey Files (will be provided to students by the instructor) and R-Studio (the data and the software are free to download and use). Students will be provided with the files and basic statistical analysis tools during lectures to be able to answer the research question.

COURSE SCHEDULE – WEEKLY MODULES:

Date	Topics	Activities	Speakers
Jan 8	Course Overview and Introduction to Public Health Nutrition	• Introduction to the course and instructor • Structure of the course and expectations from students • Introduction to Public Health Nutrition	M. Ahmed
Jan 10	Public Health and Social determinants of health	• Define public health nutrition and the public health system in Canada/internationally. • Understand how the food supply and diets are evaluated at the population level. • Introduction to the social determinants of health • Identify social, biologic, economic, and psychological determinants of nutritional health and food choice.	M. Ahmed
Jan 15	What's a Healthy Diet?	• List classes of nutrients and define nutrition terms • Understand Dietary Reference Intakes and difference between requirements and intakes • Be able to calculate your energy intake and compare to requirements • Describe how to choose a healthy diet and what factors affect food choice	M. Ahmed
Jan 17	Policy Interventions to Improve Public Health	• Identify policy tools/levers and the methods behind these that can be implemented to improve public health (e.g., taxation/pricing, labelling, marketing and promotion) • Explore the facilitators and barriers of deploying digital tools and regulation process of digital food environments • Understand how policy tools are evaluated and assessed	M. Ahmed
Jan 22	Food-Specific Interventions to Improve Global Health – Nutrition specific and Nutrition sensitive	• Learn about holistic system-based approaches to tackle public health nutrition including nutrition-specific (fortification) and nutrition-sensitive interventions (education, agriculture, empowerment) • Learn about global/ public health nutrition interventions (e.g., food-based guidelines, food safety) to prevent and address the triple burden of malnutrition	M. Ahmed
Jan 24	Self-guided Review Day; Nutrients in Public Health Interventions	• Define Nutritional Status • Understand difference between macronutrients and micronutrients, dietary sources and their functions	M. Ahmed

		• Introduce definitions and regulations of nutrient content claims, functional claims, disease risk reduction claims (for the group presentation) • Understand the importance of nutrients in relation to public health interventions (for the policy brief)	
Jan 29	Global and national public health nutrition interventions (case study)	• Guest-speaker driven lecture (specific learning objectives to be provided by guest speaker) • Examples of policy interventions to address public health measures	M. Ahmed Guest Speaker: Dr. Mary Scourboutakos (Medical Doctor)
Jan 31	Global and national public health nutrition interventions (case study)	• Guest-speaker driven lecture (specific learning objectives to be provided by guest speaker) • Examples of policy interventions to address public health measures (school food programs) Policy Brief Topic Selection	M. Ahmed Guest Speaker: Nina Leone Trask, RD, MPH (U of Toronto)
Feb 5	The Food System and Food Supply Chain	• Understand the relationship between the food system, food supply chain and the food environment • Evaluate how the global food system and supply chains are affected by consumer behaviour, diverse stakeholders, and the impact on sustainability	M. Ahmed Guest Speaker: Dr. JoAnna Baxter (U of Toronto)
Feb 7	The Food System and Food Supply Chain (case study)	• Discuss the complexity and the effect of changes in policies, business practices, and technologies have on the Canadian food system/supply chains • Instructor directed case study group discussion on impact of a hot topic e.g., food system perturbations and impact on policies/programs Group Presentation Topic Selection	M. Ahmed
Feb 12	Health Benefits and Regulation of Nutraceuticals and Functional Foods	• Define nutraceuticals and functional foods • Describe the research and health benefits of functional foods • Understand the regulations of nutraceuticals and functional foods (labelling and claims) • Case Study: For example; Dietary Fiber	M. Ahmed Guest Speaker: Dr. Andrea Josse (York University)
Feb 14	Health Inequities and Food Insecurity	• Define household food insecurity in Canada • Define food distribution programs and international food aid to tackle world food insecurity • Identify inequities in food access, including gender and poverty Policy Brief Outline	M. Ahmed Guest Speaker: Nicole Weber, RD, MPH (U of Toronto)

Feb 17-23	Reading Week		
Feb 26	Regulation and Quality Control of Food Composition in Canada	• Understand the application of the *Canadian Food and Drugs Acts and Regulations* and regulations constituting the legal framework for national public health nutrition activities • Understand the role of food regulations and safety in Canada • Students will take class time to work on their group presentations and prepare for debate	M. Ahmed Guest Speaker: Dr. Hrvoje Fabek (Program for Food Safety, University of Toronto)
Feb 28	Regulation and Quality Control of Food Composition Internationally	• Identify the different agencies and their role that are involved in the Canadian regulatory system for food law • Identify major international food and nutrition standards and guidelines. • Understand the role of food regulations and safety in international trade agreements	M. Ahmed Guest Speaker: TBD
Mar 4	Role of Government, Industry and Academia in Policy Development (Part 1)	• Considerations in implementing a policy intervention (e.g., labelling, protein quality, plant-based foods) • Examine the scientific basis for public health nutrition policy initiatives and business/government/academia considerations †Policy Brief due	M. Ahmed Guest Speakers: Kathryn Hopperton and Ashleigh Wiggins (Health Canada)
Mar 6	Role of Government, Industry and Academia in Policy Development (Part 2)	• Debate focused learning • Critically evaluate the role of government, industry and academia for food products and policy development • Assess the scientific integrity and ethical considerations	M. Ahmed Guest Speaker: Christopher Marinangeli (Protein Industries Canada)
Mar 11	Group Presentations		M. Ahmed
Mar 13	Group Presentations		M. Ahmed
Mar 18	Research Methods and Tools for Public Health Nutrition Programs – Traditional methods	• Learn the core principles of biostatistics and epidemiology for public health practice: using methodologies and results from Demographic and Heath Survey, National Nutrition Surveys and Canadian Community Health Survey Students will have the opportunity to learn how to use R-studio (instructor directed) to conduct statistical analysis and prepare for their take home exam	M. Ahmed

Mar 20	Research Methods and Tools for Public Health Nutrition Programs – Novel methods	• Application of participatory research methods and citizen science • Explanation of take-home exam	
Mar 25	Research Methods and Tools for Public Health Nutrition Programs - Evaluation	• Critically evaluate evidence-based research findings to the development and implementation of nutrition polices, programs, and interventions in the Canada and globally	M. Ahmed
Mar 27	Knowledge Translation and Dissemination	• Understand the policy process in gathering feedback and implication of new knowledge: involving communities and health-care providers • Development and dissemination of alternative and innovative forms of knowledge translation	M. Ahmed
Apr 1	Review and Summary Day	• Instructor will summarize the course content in relevance with critical events • Learn about future directions/career options	M. Ahmed
Apr 3	Discussion on Research Methods and Exam Prep	• Students have the opportunity to ask questions re: their take home exam and also get assistance with use of software	M. Ahmed

†May be submitted earlier. March 4th is the last day I will accept submissions for the policy brief.

IMPORTANT COURSE POLICIES:

SUBMITTING ASSIGNMENTS USING TURNITIN in eClass

You may be using Turnitin software when submitting some of your written assignments (i.e., the essay) through eClass. Turnitin reviews your assignment against an online database. It is designed to detect textual similarity with other written works, and possible plagiarism. Once you submit your assignment to Turnitin, you are allowing your assignment to be included as a source document in the Turnitin database. Here, it will be used solely for the purpose of detecting future plagiarism. If you have a problem that prevents you from submitting to Turnitin, please contact Dr. Ahmed at least 2 weeks before the assignment is due.

GRADING, ASSIGNMENT SUBMISSION, LATENESS PENALTIES

GRADING: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) http://2022-2023.calendars.students.yorku.ca/2022-2023/grades-and-grading-schemes

ASSIGNMENT SUBMISSION: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, work for this course must be received on (or before) the due dates specified.

LATENESS PENALTY: Assignments and assessments (including the take-home exam) must be submitted by 11:59 PM on their due date. All late graded works will be subject to a penalty/deduction of 30% per day until a grade of 0%. If you are having personal difficulties which prevent you from completing an assignment by the due date, speak to Instructor Dr. Ahmed as soon as possible. Students must submit written documentation to Instructor, who will determine, on a case-by-case basis, whether or not an extension will be granted. Students who do not present with their group on their assigned presentation date will receive a mark of 0%. Again, please reach out to the professor within 1 week of the missed evaluation to discuss the circumstances.

MISSED EXAM: An online or take-home final exam may be given as a make up in April or May. This decision is up to the discretion of the professor. Please reach out to the professor within 1 week of the missed evaluation to discuss the circumstances. Extensions or accommodations in terms of writing a make-up exam will require students to submit a formal petition to the Faculty. Petitions can be found here: https://www.yorku.ca/edu/students/undergraduate-programs/academic-petitions-and-grade-reappraisal/

ACADEMIC HONESTY AND INTEGRITY

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible

plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

ADDITIONAL INFORMATION

Participation and Attendance

Students are expected to attend and participate in all lectures. Completion of online quizzes/learning modules, teaching and learning activities, exam, essay, group presentation and class participation is mandatory and counts towards your final grade. If you missed a lecture for a valid reason, please inform your Instructor Dr. Ahmed.

Re-grading Policy

Students have the right to request for a regrading of any component of the assignment. However, in order to request a regrade, students must write a one-page paper indicating the reasons with evidence on why the assignment should be regraded and what effort the student has made to deserve a higher grade. The one pager has to be submitted to Instructor Dr. Ahmed through eClass within a week of receiving the grade. Please note, if an assignment is considered for re-grading, there is no guarantee that the mark will increase. In fact, during the regrading process, the assignment will be reviewed critically, and the entire assignment will be regraded, therefore, the grade may be lowered at the discretion of the Instructor Dr. Ahmed. Students are advised to consider making an appointment with the teaching team during office hours to discuss their assignments and how they can improve their writing for the future.

Communication about the Course

eClass is the primary mode of communication for this course. Please check eClass regularly for course announcements. Announcements of immediate importance will also be copied to students' email accounts, as provided to the York University. If you have content-related questions, you must use the eClass discussion board to ask these questions. Your question will be answered by Instructor Dr. Ahmed. This ensures that the support that students receive is equitable and that emails do not get lost. Remember that if you have a question about a lecture or assignment, it is likely that another student has the same question. Posting questions on eClass improves learning for everyone. Students may also ask questions during lectures, tutorials, and office hours. If you are experiencing difficulties that may affect your performance in the course, please speak to Instructor Dr. Ahmed immediately so that we can make a plan to help you complete your course work. Questions of a personal nature (e.g., requests for extensions because of illness) should be sent directly to Instructor Dr. Ahmed with the email title: "KINE4170 - _____". You may also schedule a meeting with Instructor Dr. Ahmed via email.

Academic Resources:

Student Learning & Academic Success Department: The Student Learning & Academic Success Department provides workshops, peer mentoring, and other resources to help all students improve their academic skills. Check out the available services at: https://www.library.yorku.ca/web/about-us/departments/student-learning-academic-success/

Writing Centre: Writing Centre provide assistance with writing assignments for all students. Check out available services at: https://www.yorku.ca/laps/writing-centre/

Health and Wellness: Health and Wellness provides support for health concerns. Check out available services at: https://www.yorku.ca/well-being/

STUDENT RIGHTS AND RESPONSIBILITIES (STUDENT CODE OF CONDUCT):
Students are reminded that they should be polite, courteous and civil during their interactions with the course instructor and other students. No abuse, aggression, harassment, intimidation, threats or assault will be tolerated; be it verbal or otherwise. This includes soliciting the instructor for a higher grade. 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.
For further details, please access the following websites:
Student Conduct and Responsibilities: http://2022-2023.calendars.students.yorku.ca/2022-2023/student-conduct-and-responsibilities
Code of Student Rights and Responsibilities (CSRR): http://oscr.students.yorku.ca/student-conduct

POLICY REGARDING ACADEMIC ACCOMMODATION:
If a student requires an accommodation to complete the assigned work, please contact the professor as soon as possible.
For more information, please access the following websites:
https://www.yorku.ca/laps/sst/accommodation-academic-consideration/

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - https://www.yorku.ca/secretariat/senate/academic-standards-curriculum-and-pedagogy-committee/
Senate Policy on Academic Honesty and the Academic Integrity Website

- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation