

Acknowledgement of Indigenous Peoples and Traditional Territories: York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario

YORK UNIVERSITY
Faculty of Health
School of Kinesiology and Health Science

KINE 3340 3.0 - Growth, Maturation and Physical Activity

Winter Term 2023

Important Information - Please note that this is an in-person course that depends on your participation for optimal teaching and learning. There will be a requirement for you to follow YU and Public Health Guidelines regarding access to campus.

Course Director: Dr. Asal Moghaddaszadeh
Office: N. Bethune College Room 123
Email: asalmza@yorku.ca

Time and Location:

Monday 1:00-2:20pm Stedman Lecture Hall C
Wednesday 1:00-2:20pm Vari Hall 1152A

Course Teaching Assistant: Dan Desroches
Email: desroches.dan@gmail.com

Virtual Set Office Hours are available weekly. Office hours are available on Wednesdays from 9 to 10am and Thursdays from 12 to 2pm (Toronto time – either Eastern Standard Time (EST) or Eastern Day-Light Saving Time (EDT)). To set up your individual meeting email asalmza@yorku.ca. Please use the virtual office hours link provided on eClass to join the session.

In-Person Office Hours for individuals and/or groups of students can be set with the Course Director throughout the term by emailing asalmza@yorku.ca for an appointment.

Expanded Course Description:

The 3-credit course is focused on defining the basic and advanced concepts involving human growth, maturation and physical activity. The course presents both theoretical and experiential frameworks for evaluating the interaction(s) between the biological/physical, cognitive and social domains related to the acquisition of motor abilities and participation in physical activity/movement over the paediatric years. As such the course investigates why the study of these processes are important in understanding human variability, in particular for children and adolescents. The course content includes a characterization of growth profiles for body mass, skeletal and height to promote a deeper understanding of the range of expected changes in childhood and adolescents. Studying functional development of children and adolescent through their physical, motor, cognitive and social/emotional domains will provide an integrated understanding of the relationships between biology and behaviour. Biological maturation focuses on concepts and methods of determining maturity status and describes the relationship(s) among them. The timing, frequency and variation of biological maturation will be discussed. An understanding of the role, impact and integration of physical activity and/or performance on growth, functional development and biological maturity status is highlighted throughout the course. Finally, the course will also investigate the impact of children's physical activity and/or physical inactivity (sedentary behaviours) on the processes of growth, development and maturation among children and youth. Virtual assignments examine the paediatric years from a growth, development and maturation perspective focused on children and adolescent's physical activity participation and benefits.

Course Objectives:

By the completion of this course, successful students will be able to:

1. describe and identify the "normal sequence" of ages and stages (including human variation) for growth and maturation during the first two decades of life with an understanding of the research designs and methods used to gather this information
2. compile information on children and adolescent human variability by identifying and evaluating analytical methods of measuring growth, functional development and biological maturity, and physical activity
3. explain and integrate the foundations of human biological and behaviour development and how they impact physical activity participation and physical activity outcomes
4. develop and apply critical thinking skills regarding the physical growth, maturation, and development of children in relation to physical education, physical activity, and training

Course Learning Outcomes:

Students should be able to demonstrate mastery of the following abilities:

- *Identify* and *communicate* basic facts and terminology related to growth, maturation and physical activity.

- *Contextualize and communicate information* of generally accepted concepts and principles in growth, maturation and physical activity
- Be able to *think critically* and *understand* theory(ies) and recurrent developmental issues in growth, maturation and physical activity.
- *Apply knowledge* to selected problems or situations (*problem-solve*) encountered within growth, maturation and physical activity - be aware of the limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information.

HEALTH AND SAFETY INFORMATION: As part of York’s Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols.

The Senate Executive Committee’s Principles to Guide 2021-2022 Course Planning encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Take Care of Yourself:

We have all been dealing with and continue to be feel stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. Please be kind and gentle with yourselves and others during this difficult period of time. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

- <https://good2talk.ca/>
- <https://counselling.students.yorku.ca/>
- <https://coronavirus.info.yorku.ca/>
- <https://yorkinternational.yorku.ca/>

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

<u>Student Guide to EClass</u>	https://lthelp.yorku.ca/student-guide-to-eClass
<u>Computing for Students Website</u>	https://student.computing.yorku.ca/
<u>Student Guide to eLearning at York University</u>	http://elearning-guide.apps01.yorku.ca/
<u>Learning Skills Services</u>	https://lss.info.yorku.ca/online-learning/
<u>Zoom@YorkU User Reference Guide</u>	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
<u>Zoom@YorkU Best Practices</u>	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Students are responsible for being actively involved in the course, and for checking eClass regularly and frequently to ensure you have the latest information about the course. “I did not know because I was not online” or “because I did not check eClass” are not excuses that will be accepted under any circumstances for the course.

Organization of the Course:

- A. **In-person activities** include lectures, project option focused on Experiential Learning – Motor Skills and final exam. Students are responsible for attending in-person lectures, all project orientation sessions and elementary school visits and the final exam.
- To support your learning, the following materials will be available on eClass: i) PowerPoint slides of the lecture-related content (i.e. these are not exact duplicates of lectures); ii) recorded special lecture topics; and iii) additional reading materials.
 - An optional experiential learning assignment will be offered to student who wish to complete an out-of-classroom experience involving extra in-class training during reading week (on-campus) and on-site (elementary after-school program) working with children (location TBD).
 - A Final Exam will be held in-person on April 5th (location TBD).
- B. **Self-learning/assessments (remote) activities** include i) a Mid-term Exam/Test and ii) Assignments focused on Analytical Skills. Students are responsible for participating in the Mid-Term Exam/Test and Assignments for Analytical Skill activities as described/available on eClass during the times specified on eClass.
- Mid-Term Exam/Test will be held online (synchronously through eClass) during the normally scheduled class time (February 6th) – please review the posted schedule (eClass) so you are clear as to when you are expected to participate. This exam will require students to demonstrate their knowledge related to growth, maturation, and physical activity as presented in the class.
 - Three asynchronous sessions for Assignments focused on Analytic Skills will be available from Mondays to Fridays during the week they are to be completed and submitted. Assignments must be completed within a defined time-period; a timeline for completing the course has been provided in the **COURSE ACTIVITIES - SCHEDULE GUIDE FOR LECTURE TOPICS, EXAMS AND ASSIGNMENTS**).

Course Readings and Textbooks:

- a) Required Readings/Recorded Topics – it is the student’s responsibility to ensure they review the following materials. These include course PowerPoint slides, recorded

topic information and any assigned research papers, websites and/or textbooks provided by the course instructor throughout the course.

IMPORTANT NOTE: PowerPoint slides and recorded topic information associated with lecture topics contain basic information and concepts. The slides/recorded material are not an exact duplicate of the lecture but rather serve as a guide to help organize your course materials. Students are required to add to this material from the in-person lectures, as well as any mini-reviews, updates, questions/answers, and discussions contained in the course's eClass site. **All of these activities may be used for assessment purposes.**

b) Textbooks are Supplemental – (purchase is not required) - examples include:

- Human Motor Development: A Lifespan Approach by G.V. Payne and L.D. Issacs, Seventh Edition, McGraw-Hill Ryerson in 2007. *
- Growth, Maturation and Physical Activity by R.M. Malina, C. Bouchard and O. Bar-Or, Second Edition, Human Kinetics Publishers Inc.; Champaign, Il in 2004. *

*Digital content is available in the York University Libraries with access to online content that can be linked (using permalinks) through eClass. A Library guide on creating permalinks/stable links to articles/e-books/electronic resources, can be found in various databases/Omni (the new library catalogue <https://researchguides.library.yorku.ca/permalinks> -- that can be used in eClass).

Technical requirements for taking the course:

Students must make every effort to arrange adequate internet connection, especially for tests and assignments. For students to fully participate in the course you will need to: 1) access and engage in the learning management system (eClass) for lecture PowerPoint slides, assessments, assignments/data, exams, readings and grades; 2) be available through video conferencing, and where appropriate appear on video (e.g., for scheduled virtual meetings). For these activities, a stable, higher-speed Internet connection is required, and in addition students will need a computer with webcam and microphone, and/or a smart device with these features. If a student is not confident, they can access a reliable internet connection, they should communicate their concerns to the Course Director well in advance of the quiz and assignment.

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> that can be run.

Student Evaluation:

[**Note:** *To be successful it is important that you attend the regularly scheduled classes and have online access for exams/tests, and assignments.*]

The course evaluations are composed of a) a mid-term exam; b) three (3) assignments assessing Analytical Skills; c) includes TWO PROJECT OPTIONS either a written Report related to Designing a Children's Physical Activity Program **OR** Experiential Learning Assignment focusing on Fundamental Motor Skills; d) participation during

lectures via an online learning platform and e) a final exam. These five components are mandatory, and information is in the course eClass.

- **Mid-Term Exam (20%)** will require students to demonstrate an in-depth knowledge and application of the course content. Exams are not cumulative and may include combinations of multiple choice and short answers, which will cover all content from the in-class lectures and discussions, PowerPoint slide/notes, recorded topics, and any mandatory/required readings that may be assigned. **The Mid-Term Exam/Test will occur in a synchronous online session – Monday February 6th at 1:00pm (Toronto time, either EST or EDT), the scheduled meeting time for the course.** The mid-term lecture exam/test will be multiple choice and/or short answer formats and employ sequential questioning (meaning that once you pass a question, you cannot go back to it). Mid-term exam/tests using multiple choice/fill in the blank questions will be timed such that you will have approximately 55 seconds per question. NOTE: the mid-term exam and final exam are closed book, meaning students are not permitted to use notes or other assistive resources during an exam/test. *The exams/tests are not cumulative, however much of the material will build on previously learned material therefore you will need to apply concepts from earlier in the semester to later tests.*
- **Assignments Assessing Analytical Learning Skills (12% each)** are structured to provide students with **practical knowledge** to assist in their understanding and use of growth, maturation and physical activity concepts covered in the course. There will be three-assignments distributed over the course. Students **must** complete and submit the assignment by uploading it through the eClass site in the time-period identified (the submission time will be 11:59pm on the assigned day) - see **Course Activities - Schedule Guide For Lecture Topics, Assessments And Assignments**. Assignments are normally assigned in two parts: one part will require you to submit raw data for calculations and/or classification of concepts; and second part will require you to submit a question-and-answer sheet through the Turnitin link (when appropriate). Assignment of Analytical Skill reports will be required by a specified date and time (see eClass). The assignments are not group projects, meaning students are not permitted to use notes or other assistive resources from other students in completing the assignment report.
- **Final Project (20%)** of final grade (*due on March 29th, 2022*). Students are to choose 1 of 2 project options.
 - a) Report on Designing a Children’s Sport or Physical Activity Program. Details below and on eClass.
OR
 - b) Report on Experiential Learning of Gross Motor Development Training and Assessment. Details below and on eClass.
- **Participation (4%)** will be graded through participation in poll questions that are asked during various lectures using an online platform (Kahoot). If students do not have access to an electronic device (cellphone, tablet, laptop, etc.), they must let the

course instructor know during the first week of class, accommodations will be provided. Please remember to always sign on using your first and last name if you wish to get participation marks.

- **A Final Exam (20%)** will require students to demonstrate an in-depth knowledge and application of the course content. Exams are not cumulative and may include combinations of multiple choice and short answers, which will cover all content from the in-class lectures and discussions, PowerPoint slide/notes, recorded topics, and any mandatory/required readings that may be assigned. The final exam will be held in-person during class time on April 5th (location TBD).

COURSE ACTIVITIES - SCHEDULE GUIDE FOR LECTURE TOPICS, ASSESSMENTS AND ASSIGNMENTS – NOTE: You are strongly encouraged to review the PowerPoint slides to help prepare for the lectures/topics.

<u>Topic Number</u>	<u>Topic Content</u>
1	<ul style="list-style-type: none"> • Introduction and Review of Course Outline • Definitions and Concepts in the Study of Human Growth
2	<ul style="list-style-type: none"> • Relationships Among Growth, Development and Physical Activity • Children’s Physical Activity: Patterns and Participation • Quantifying Children’s Physical Activity
Analytical Skill 1	Quantifying Children’s Physical Activity Participation (assignment is due on eClass by Jan 27th at 11:59pm)
3	<ul style="list-style-type: none"> • Growth Characteristics – Trends • Size Dependency During Growth • Human Variability, Growth Profiles and Reference Charts
	<i>Review and Overview/Discussion of Report re: Children’s PA</i>
	Mid-Term Exam/Test (Feb 6th online through eClass)
	NO CLASSES – READING WEEK
	<ul style="list-style-type: none"> • <i>If you choose the Final Project B Option (Experiential Learning – Motors Skills) – you MUST attend half-day training sessions on Feb 21st - 23rd</i>
4A	<ul style="list-style-type: none"> • 4A. Human Development Domains – Motor Domain the Early Years • 4A. Motor Skills – Early Years and Physical Activity • 4A. Describing and Quantifying Fundamental Motor Skills • 4A. Fundamental Motor Skills and Physical Activity
Analytical Skill 2	Children’s Growth Profiles and Characteristics (Assignment is due on eClass by Feb 17th at 11:59pm)

4B and 4C	<ul style="list-style-type: none"> • 4B & C. Psycho-Social Domain During Development: Theories of PA Behaviours
4D	<ul style="list-style-type: none"> • 4D. Biological/Physical Fitness Domain - Cardiorespiratory • 4D. Biological/Physical Fitness Domain - Skeletal Muscle Changes
5	<ul style="list-style-type: none"> • Children's Trainability
6	<ul style="list-style-type: none"> • Maturation Timing and Sequence – Maturity Status • Maturation – Window of Opportunity • Maturation – Early vs Late Maturity
Analytical Skill 3	Tracking Children's Growth and Physical Activity (Assignment is due on eClass by March 10th at 11:59pm)
	Final Report for the Project Option is Due on eClass by March 29th at 11:59pm Option a) Designing a Children's Sport/Physical Activity Option b) Gross Motor Development Scores and Report
	<i>Final Exam April 5th</i>

<p><u>Assignments on Analytical Skills</u> <u>(based on skills introduced in the lectures)</u> <i>Each assignment is worth 12% of the final grade.</i></p>
Assignment 1 – Quantifying Children's Physical Activity Participation - Due Friday January 27 th
Assignment 2 – Children's Growth Profiles and Characteristics - Due Friday February 17 th
Assignment 3 – Tracking Children's Growth and Physical Activity - Due Friday March 10 th

Required Grading Components

1. **Assignments – Analytical Learning Skills – 36%** of the final grade in the course (12% for each assignment).
 - Assignments will be available asynchronously, as online opportunities for students
 - Students will be required to complete all three analytical learning skill assignments focused on assessing aspects of physical activity, growth profiles and tracking growth and fitness during the paediatric years. The assignments **MUST**

be uploaded on eClass by the specified deadline (day and time) identified throughout the course - assessment topics include:

- Assessment #1 – Quantifying Physical Activity Participation (12%)
 - Assessment #2 – Children’s Growth Profiles (12%)
 - Assessment #3 – Tracking Growth and Fitness (12%)
 - ***If you have any technical issues/difficulties, please send evidence of these to the TA (desroches.dan@gmail.com).***
3. **Mid-term Exam/Test (20%)** is to be held on Monday February 6th, 2022. The mid-term exam will be held remotely (on-line through eClass) and synchronized to the regular scheduled class time of 1:00 pm. If you have any technical issues/difficulties, please send evidence of these to asalmza@yorku.ca prior to the test.
4. **Final Project Report (Choose 1 of the following options) (20%)**

OPTION A: Designing A Children’s Sport or Physical Activity Report

The purpose of this assignment is to develop a sport or physical activity program for children or adolescents aged 3 to 14 years. The focus of the program should be on not only developing children’s motor skills and/or sport skills, but also on fostering their personal and social attributes. To design and conduct your program, you will need to outline a comprehensive set of guidelines. Adherence to your program guidelines will facilitate a trickle-down effect whereby the community in which your children’s program is being conducted will realize important benefits.

The assignment should be typed (word processing software) double spaced with 12-point font (times roman), and include:

1. Introduction (1 page)
2. Specific Guidelines (5 pages)
3. Conclusions (1 page)
4. Bibliography/References (up to 2 pages)

The report is to be submitted by Wednesday March 29th by 11:59pm through the eClass site ONLY (no other submission methods will be accepted). More detailed information on the format of the report will be available on the eClass site later in January.

OPTION B: Experiential Learning - Gross Motor Development Training and Assessment

The purpose of this assignment is to gain an out of classroom experience. You will be tasked to attend and successfully pass a motor skills training week (3 sessions during reading week). In these sessions you will learn and practice how to conduct and score the Test of Gross Motor Development (TGMD2). You will then have the opportunity to apply theory to practice on-site during an afterschool program for children between the ages of 6-12 years (attending 2 sessions in March).

- TRAINING SESSIONS (10%)

- Total 9 workshop hours: Feb 21st, 22nd and 23rd 9:30am - 12:30pm, location TBD (on campus). The workshop will consist of lectures on how to set up, conduct and score gross motor skills testing on children and provide an opportunity for a hands-on learning experience.
- Test of locomotor skills (5%): Students will have to complete the TGMD2 locomotor skills test by watching and scoring a child (via video). Scores will be marked with respect to a gold standard score.
- Test of object control skills (5%): Students will have to complete the TGMD2 object control skills test by watching and scoring a child (via video). Scores will be marked with respect to a gold standard score.
- Students who do not pass the training test (locomotor and/or object control) have the opportunity to choose option A or attend another training session until they pass.
- ON-SITE DATA COLLECTION (5%)
 - Total 4 hours: Sign up for two sessions between March 6th – 10th and March 20th – 24th. Each session will be from 3:30pm - 5:30pm at Silverthorn Community School (300 Kane Avenue, York, ON M6M 3P1).
 - During these two sessions you must set up and complete the motor skills testing for 4 children. The set-up can occur with your peers but each student will be responsible for scoring separately.
 - Once data collection is complete you will have to enter the children's data on an excel spreadsheet to calculate motor scores for the 4 children.
 - You will be evaluated on how well you complied with the protocols during your TGMD2 assessment of each child and for correctly completing the excel scoring sheet.
- REPORT (5%)
 - Write a 1-2 page double-spaced report (times new roman, 12 point font) on the motor skill level of each child, what this means for their development/physical activity participation and a reflection of your experience.

The excel sheet and report are to be submitted by Wednesday March 29th by 11:59pm through the eClass site ONLY (no other submission methods will be accepted). More detailed information on the format of the report will be available on the eClass site later in January.

*Please note: It is your responsibility to get to and from the elementary school on time. Space is limited for option B you will have to sign up for this option by Feb 1st. Once you have been approved to participate you must sign up for your two on-site sessions during the week of Feb 13th.

5. **Final Exam (20%)** will be held on April 5th during regular class time. The Final Exam is worth 20% of the final grade and will be held in-person and on Campus

(location TBD). The final exam will be a combination of multiple choice, short answer and long answer questions.

Policies

Grading Scheme: The grading scheme for this course conforms to the 9-point grading system used in undergraduate programs at York. Assignments and tests/exams will be given a numeric grade out of 100 which will correspond to a letter grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc). (For a full description of York grading system see the York University Undergraduate).

Grades:

Any appeal for grade revision, (a) must be received by the instructor WITHIN 7 CALENDAR DAYS of the date of the exam viewing, (b) must be MADE IN WRITING, and (c) must EXPLICITLY STATE why the student believes the grade is in error. **Grade disputes after this 7-calendar day period will not be considered.**

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Missed Exam:

If you miss an Exam for a legitimate reason (i.e. illness), you are expected to email the course instructor and **attach the Faculty of Health Missed Test Documentation** (<https://health.yorku.ca/current-student-information/missed-test-form/>) **within 7 calendar days of the test** to be considered for a deferred test.

If you begin a mid-term exam and it is interrupted due to technology issues (i.e., lost internet connection), email the course instructor IMMEDIATELY. On a case-by-case basis, instructors will either re-open the test or assign a deferred test. Instructors or TAs will be monitoring the course email account during exams/tests.

If you know IN ADVANCE that you will be missing an exam/test, please notify the course instructor at least 7 calendar days ahead of the test and attach relevant documentation, so that appropriate accommodations can be made.

Test Viewing:

Students may book an ‘virtual office hours appointment’ to discuss their tests and study strategies with the instructor and/or teaching assistant, but due to the nature of in-class and online exams with the risk of questions becoming available unfairly to those who have not completed the tests, specific test questions will not be made available for viewing. Please be aware that the instructors will personally examine all test questions after the completion of each test to ensure that no issues exist with respect to grading or question clarity. If the instructors do identify any issues, student grades will be automatically corrected accordingly.

Assignment Submission:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for each of the assignments.

Lateness Penalty: Assignments for this course must be received on the day and time specified in the **Schedule of Course Activities** (in eClass). A late grade penalty of -1.0 grade from the total of will be applied immediately and continue each day until the assignment is submitted. The late penalty will be applied to the assignment grade following the marking; for example, for a student submitting an assignment after the due day/time a grade of 1 will be deducted for each late day (or partial day). For example, if a student received a grade of 5 out of 6 but was late (next day) they would receive a final grade of 4 out of 6 for the assignment.

Report Submission:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, the Report for this course must be received on the due date specified.

Lateness Penalty: the Report for this course must be received on the day and time specified in the **Schedule of Course Activities** (in eClass). A late grade penalty of -2.0 grade will be applied immediately and continue each day until the Report is submitted. The late penalty will be applied to the Report grade following the marking; for example, for a student submitting the Report one day (or partial day) following the due day/time, a grade of 25 out of 30 (~83%), would receive a final grade of 23 out of 30 (~77%) for the Report. Please note the penalty will be repeated for each late day (or partial day).

Learning Management Platform - eClass: Students will receive course notes (PowerPoint Slides), reminders and notifications re: additional required readings via York's eClass platform. Under normal circumstances, PowerPoint Slides will be posted for students on the Friday preceding the scheduled Topic sessions. It is expected that students review the material prior to the in-person, on-campus sessions. The eClass Platform is the most effective means of communication with the instructor/teaching assistant and/or to request an appointment.

Important Course Information for Students (see eClass Site for More Detail)**Student Code of Conduct:**

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic environment, and the responsibility of the student to cooperate in that endeavor. Students must conduct themselves in accordance with York University's Student Code of Conduct. This includes all aspects of the course, including online environments. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available at: <https://oscr.students.yorku.ca/student-conduct>.

Student Code of Rights and Responsibilities:

This code is intended to be educative and promote accountability among students toward their peers and other members of the York community. This code identifies those behaviours that are disruptive to the educational purposes of the University, make the campus less safe, diminish the dignity of individuals and groups, and the enjoyment of their rights. It applies specifically to students because the behaviours of non-student members of the University community are held to comparable standards of account by provincial laws, University policies, and their unions' collective agreements. Information about how to address a concern or a complaint regarding a faculty or staff member can be found at: <http://oscr.students.yorku.ca/>.

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](#).

Students are expected to maintain the highest standards of academic integrity related to issues such as cheating, enabling cheating, plagiarism, authentic documentation, etc. Breaches of academic integrity will not be tolerated. The School of Kinesiology and Health Science takes academic dishonesty very seriously and will abide by York University's Senate Policy of Academic Honesty to adjudicate all cases. Students are expected to make efforts to discourage any and all (un)intentional breaches from their course work. Students are expected to complete their own work without assistance, in part or whole, on assignments and tests. Students are expected to act in accordance with the Senate Policy of Academic Honesty and are responsible for familiarizing themselves with these guidelines. Breaches of academic integrity will be handled under the disciplinary proceedings as outlined in: <http://www.yorku.ca/secretariat/policies/document.php?document=69>.

Test Banks:

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the [Senate Policy on Academic Honesty](#). In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Exams, Assessments and Assignments are to be taken by the student and no one else. It is the expectation of the instructors that these are closed-book tests. Websites should not be accessed while you are taking a test – doing so may result in the immediate closing of the online test and instructors will not re-open a test in this situation.

Eproctoring:

This course may require the use of online proctoring for examinations. The instructor may use an online proctoring service to deliver the exam(s), which would be administered through the Learning Management System (e.g. eClass, Canvas, etc.). Students are required to have access to minimum technology requirements to complete examinations. If an online proctoring service is used, students will need to become familiar with it at least five days before exam(s). For technology requirements, Frequently Asked Questions (FAQs) and details about the online proctoring service visit – [<https://registrar.yorku.ca/online-exams>]. Students are required to share any IT accommodation needs with the instructor as soon as they are able.

Accessibility:

York University provides services for students with accessibility concerns (including physical, medical, learning, and psychiatric), who require accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with Student Accessibility Services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to email a copy of your accommodation letter to your instructors as early as possible in the semester, and to schedule a time early in the term to meet with your instructor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations. Requiring accommodation does not relieve students from following course policies. Student Accessibility Services can be accessed here: <https://accessibility.students.yorku.ca/>.

Several platforms will be used in this course (e.g., eClass, Zoom, Kahoot, etc.) through which students will interact with the course materials, the course director / TA, as well as with one another.

Please review this syllabus carefully to determine how the course content will be delivered, how office hours will be conducted and how assignments will be submitted.

Please review the course outline 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:

- 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 at - <http://www.yorku.ca/eClass/students/faq/index.html>

Additional Information for Students:

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) at

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

- York’s Academic Honesty Policy and Procedures/Academic Integrity Website

<http://health.yorku.ca/current-student-information/academic-honesty/>

- 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

Finally, useful links describing computing information, resources and help for students is provided at:

<u>Student Guide to eClass</u>	https://lthelp.yorku.ca/student-guide-to-eClass
<u>Computing for Students Website</u>	https://student.computing.yorku.ca/
<u>Student Guide to eLearning at York University</u>	http://elearning-guide.apps01.yorku.ca/
<u>Learning Skills Services</u>	https://lss.info.yorku.ca/online-learning/
<u>Zoom@YorkU User Reference Guide</u>	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
<u>Zoom@YorkU Best Practices</u>	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Calumet and Stong Colleges’ Student Success

Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.

- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

IMPORTANT COURSE INFORMATION FOR STUDENTS

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://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and the Academic Integrity Website (<https://www.yorku.ca/unit/vpacad/academic-integrity/>).
- Ethics Review Process for research involving human participants (<https://www.yorku.ca/research/human-participants/>)
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>; **and** <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>)
- Student Conduct Standards (<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>)
- Religious Observance Accommodation

[\(https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/\)](https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/)