Schulich MEDICINE & DENTISTRY

Western Science

Bachelor of Medical Sciences (BMSc) Program

Department of Pathology and Laboratory Medicine

Medical Bioinformatics 4650F

Computational Methods for Epigenome Analysis

"Computational Epigenomics"

Course Outline for Fall 2025

This course takes place at Western University, which is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

Students who are in emotional and/or mental distress should refer to https://www.uwo.ca/health/ for a complete list of options about how to obtain help.

1. Technical Requirements:

Stable internet connection

Laptop or computer

2. Important Dates:

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 4	November 3–9	December 9	December 10	December 11–22

September 30, 2025: National Day for Truth and Reconciliation; non-instructional day
September 12, 2025: Last day to add or drop a Fall 12-week course
December 1, 2025: Last day to withdraw from a Fall 12-week course without academic penalty

3. Contact Information

Course Coordinator	Contact Information
Dr. Christina Castellani	

Instructor(s) or Teaching Assistant(s)	Contact Information

4. Course Description and Design

Delivery Mode: In-person

Bioinformatic methods for processing, analyzing, and integrating epigenomic data, the additional gene regulatory information beyond gene sequences. Students are introduced to best practices for quality control, regression analyses, differential analysis, and methods for functional enrichment. Data analysis will primarily use the R statistical programming language.

Prerequisite(s): Biology 2581A/B; one of Biology 2244A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B; and registration in Year 4 of a BMSc, BHSc, or BSc degree.

Extra Information: 2 lecture hours, 2 laboratory hours per week.

Course Weight: 0.50

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Timetabled Sessions

Component	Date(s)	Time
In-person lectures	Fridays	12:30 p.m.-2:20 p.m.
In-person labs	Mondays	12:30 p.m.-2:20 p.m.

Please note that labs are required to be attended in person

- ☑ Asynchronous pre-work must be completed prior to sessions
- ☑ Attendance at sessions is required
- ☑ All course material will be posted to OWL Brightspace: https://westernu.brightspace.com/d2l/home
- ☑ Recordings of the session will not be provided. PowerPoint or other media slides will be posted on OWL

All course material will be posted to OWL Brightspace: https://westernu.brightspace.com/d2l/login. Any changes will be indicated on the OWL Brightspace site and discussed with the class.

If students need assistance, they can seek support on the OWL Brightspace Help. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

5. Learning Outcomes

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

- Describe how the epigenome regulates the transcriptome
- Discuss approaches for the analysis of epigenomic and gene regulatory datasets
- Apply appropriate statistical considerations to large-scale 'omic data analysis
- Conduct statistical analysis of epigenomic data using the R programming language and a Unix framework
- Apply computational methods to identify and assess biological function
- Implement methods for visualization and interpretation of results
- Integrate multiple data types to study gene regulation
- Identify emerging computational methods as well as critically assess their applicability and usability

6. Course Content and Schedule

Week	Dates	Topic	Instructor
1	Friday, September 05, 2025	Introduction to epigenomics & course outline	Castellani
2	Monday, September 08, 2025	LAB: Setup computing environment, installing packages, Unix and R basics	Win
	Friday, September 12, 2025	Quality control in large-scale data analysis	Castellani
3	Monday, September 15, 2025	LAB: Intro to R: Data formats, manipulation, and visualization	Win
	Friday, September 19, 2025	Introduction to regression analysis	Castellani
4	Monday, September 22, 2025	LAB: Batch effects, outlier removal, normalization	Barboza
	Friday, September 26, 2025	Dimensionality reduction and clustering	Castellani
5	Monday, September 29, 2025	LAB: Linear/logistic regression and covariate adjustment	Win
	Friday, October 03, 2025	Methylation microarray analysis	Castellani
6	Monday, October 06, 2025	LAB: Data processing and analysis of Illumina EPIC arrays	Barboza
	Friday, October 10, 2025	Term Project and Introduction to DMR Calling	Win
7	**Monday, October 13, 2025**	**THANKSGIVING**	
	Friday, October 17, 2025	Introduction to WGBS analysis	Castellani
8	Monday, October 20, 2025	LAB: Analysis of bisulfite sequencing data	Win
	Friday, October 24, 2025	Introduction to multiomics integration	Castellani
9	Monday, October 27, 2025	LAB: Integration of methylation and gene expression data	Barboza
	Friday, October 31, 2025	Functional enrichment	Castellani
10	**NOVEMBER 3-9, 2025**	**READING WEEK**	
11	Monday, November 10, 2025	LAB: Gene finding and overrepresentation analysis	Win
	Friday, November 14, 2025	Pathway analysis and visualization	Castellani
12	Monday, November 17, 2025	LAB: Pathway analysis	Win
	Friday, November 21, 2025	Review and Methods Presentation Overflow Day	Castellani
13	Monday, November 24, 2025	Term Project Work Period (No Assignment)	Barboza

	Friday, November 28, 2025	Epigenomic technologies from the bench to the clinic	Schenkel
14	Monday, December 01, 2025	Presentation Day in Lab Room	Term Project
	Friday, December 05, 2025	Presentation Day in Lecture Room	Term Project
15	Monday, December 08, 2025	Presentation Day in Lab Room	Term Project
16	**DECEMBER 11-22, 2025**	**EXAM PERIOD**	

7. Participation and Engagement

- ☑ Students are expected to participate and engage with content as much as possible
- ☑ Students are expected to participate by interacting in the forums with their peers and instructors

8. Assessment and Evaluation

Below is the evaluation breakdown for the course. Any changes will be communicated with advanced notice.

Assessment	Format	Weighting	Due Date	Flexibility
Weekly Lab Assignments	Written	25%	Wednesdays following each lab by 11:55 p.m.	Up to 2 lab assignments may be handed in up to 72 hours late if prior email notice is received by Dr. Castellani.
Lab Participation	Various	5%	Weekly labs	
Methods Proposal	Written	2.5%	September 26th	May be handed in up to 72 hours late if prior email notice is received by Dr. Castellani.
Methods Presentation	Oral	15%	Assigned lecture	
Term Project Proposal	Written	2.5%	October 17th	May be handed in up to 72 hours late if prior email notice is received by Dr. Castellani.
Term Project Written QC	Written	10%	November 10th	May be handed in up to 72 hours late if prior email notice is received by Dr. Castellani.
Term Project Presentation	Oral	15%	December 1st/5th/8th	
Term Project Report Final	Written	25%	December 10th	May be handed in up to December 15th.

Designated Assessment: Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. See below for information on academic consideration policy and missed course work. For this course the following assessment has been designated as requiring supporting documentation:

- Term Project Presentation – Due December 1st/5th/8th

Weekly assignments – 25%
Completion of weekly assignments during the computational lab component. Students will use a mix of Unix- and R- based languages. Although the assignments are designed to be completed during the lab, you may submit your assignment up until the following Wednesday at 11:55 p.m.

Methods proposal – 2.5%
Submission of a proposal for approval outlining the computational method(s) you wish to discuss during your presentation. Please include the rationale behind the method, relevant pros/cons, as well as relevant inputs and outputs. Students will be instructed to only choose methods that are supported by present-day use in relevant scientific articles. *Max 2 pages.*

Methods presentation – 15%
You will be assigned a week to present your computational methods to the class including: 1) the rationale behind the use of this method, 2) scenarios when this method might be used (including a results figure from a manuscript that has used the method), 3) pros and cons of the method as compared to alternative approaches (and a listing of alternative approaches), 4) a general (brief) framework for using the method, and 5) sample code (if applicable). *10-15 minutes with discussion.*

Term Project Proposal – 2.5%
Submission of a proposal for your term project outlining the data you will analyze, the size of the dataset, the scope of the dataset (types of omics, number of samples, etc.), briefly what steps you will undertake, and what programs you will plan to use for analysis. It is okay at this stage for this to be a rough draft of how you might undertake the project. *Max 2 pages.*

Term Project QC Report – 10%
Submission of a report outlining completed quality control (QC) steps for your term project which includes loading data on the server, data cleaning, data normalizing, outlier removal, identification of confounding variables, and additional QC as required. *Max 5 pages with figures included.*

Term Project Presentation – 15%
Individual oral presentations of term projects will take place during class which will include an overview of 1) the computational workflow taken, 2) the quality control steps employed, 3) the specific tools used, 4) any relevant troubleshooting steps, 5) a brief discussion of the results obtained as well as their significance, and 6) proposed next steps or suggestions for improvement*. 20-minute presentation.*

Term Project written report – 25%
You will be asked to acquire epigenomic data for analysis (either publicly available data or unanalyzed data from a research lab you are currently affiliated with). You will use the techniques you have learned during the course to analyze the data. Analysis will encompass the initial steps of quality control through to interpreting the biological relevance of their findings. The written report will outline the analysis steps taken, the results obtained, and include a discussion on the significance of your results. Students who are currently completing a 4th year thesis should analyze data that is either independent, or in addition to, their current thesis project. *10-page max including figures (references do not count to the page limit).*

Information about flexibility in assessment

- ☑ Flexibility in assessment has been applied to this course; therefore, academic consideration requests may be denied on the assessments where flexibility is included
- ☑ Writing assignments may be handed in up to 72 hours late if email notice is received in advance of the deadline
- ☑ This course employs flexible deadlines for assignments. The assignment deadlines can be found above in the course outline. For each assignment, students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without a late penalty. Should students submit their assessment beyond 72 hours past the deadline, a late penalty of 10% per day will be subtracted from the assessed grade. Requests for academic consideration supported by documentation must be submitted within 48 hours of the original deadline. The instructor reserves the right to deny such academic considerations, given the deadline flexibility provided. If you have a long- term academic consideration or an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor at least one week prior to the posted deadline.

General information about assessments

- ☑ All assignments are due at 11:55 pm EST unless otherwise specified
- ☑ Written assignments will be submitted to Turnitin (statement in policies below)
- ☑ Students will have unlimited submissions to Turnitin
- ☑ Rubrics will be used to evaluate assessments and will be posted with the instructions

- ☑ After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days
- ☑ Any grade appeals must be received within 3 weeks of the grade being posted
- ☑ Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0

Click here for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

90-100	One could scarcely expect better from a student at this level
80-89	Superior work which is clearly above average
70-79	Good work, meeting all requirements, and eminently satisfactory
60-69	Competent work, meeting requirements
50-59	Fair work, minimally acceptable
below 50	Fail

Information about late or missed evaluations:

- ☑ Late assessments without academic consideration will be subject to a late penalty of 10%/day
- ☑ Late assessments with accommodation should be submitted within 24 hours of the end of the accommodation period
- ☑ Missed assessments will be assigned a mark of 0% unless accommodation has been requested and alternate arrangement has been made prior to the deadline.
- ☑ An assessment cannot be submitted after it has been returned to the class
- ☑ The term project report and presentation must be completed to pass the course, if not completed the grade will be reorded as INC.

INC (Incomplete Standing): If a student has been approved by the Academic Counselling Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Counselling to carry a full course load for the term the incomplete course work is scheduled.

SPC (**Special examination):** If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup for the final exam or the student misses the makeup for the final exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered, which could impact program progression. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in Definitions of Types of Examinations policy.

9. Communication

- ☑ Students should check the OWL site every 24 - 48 hours
- ☑ Students should communicate with their coordinator or teaching assistant using email. Please direct all course-related questions to Dr. Castellani.
- ☑ Emails will be monitored daily; students will receive a response in 24 - 48 hours
- ☑ This course will use OWL forums for discussions
- ☑ Students should post course-related queries on the discussion forum so that everyone can access the questions and responses

10. Office Hours

- ☑ Office hours will be available with the course coordinator, instructor, or teaching assistant by appointment only

11. Course Materials

☑ All resources will be posted on OWL Brightspace

12. Professionalism & Privacy

Western students are expected to follow the Student Code of Conduct. Additionally, the following expectations and professional conduct apply to this course:

- ☑ All course materials created by the instructor(s) are copyrighted and cannot be sold/shared/upload (e.g., Must Knows Facebook group, Course Hero, Chegg, ChatGPT, etc.)
- ☑ Recordings are not permitted (audio or video) without explicit permission
- ☑ Permitted recordings are not to be distributed
- ☑ Students will be expected to take an academic integrity pledge before some assessments

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All **students**, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35) and Non-Discrimination/Harassment Policy – Administrative Procedures (M.A.P.P. 1.35). Any **student,** staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's Human Rights Office. Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

13. How to Be Successful in this Class

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow checklists or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your coordinator and/or teaching assistant.
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.
8. Do not leave your term assignment to the last minute, the intention is that it is being worked on throughout the term.

14. Western Academic Policies/Procedures and Statements

A. Absence from Course Commitments

Medical, Compassionate, or Extenuating Circumstances

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes) or there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner.

Policy: Academic Consideration – Undergraduate Students in First Entry Programs
Procedures: Student Medical Certificate

Religious Holidays

Students should review the policy for Accommodation for Religious Holidays (Appendix 1). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Policy: Accommodation for Religious Holidays

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates.

Policy: Definitions of Types of Examinations

B. Academic Appeals and Scholastic Offenses

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Requests for relief generally fall into three categories, which are also listed in the policy. All requests for relief must be supported by evidence. A request for relief from academic decisions process was formally referred to as an appeal. Refer to the policy and procedures about further details and timelines.

Policy: Requests for Relief from Academic Decisions
Procedures: Undergraduate Student Academic Requests for Relief

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a scholastic offence.

Policy: Scholastic Offences
Procedures: Undergraduate Scholastic Offences

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA).

Policy: Senate Review Board Academic Appeals
Procedures: Senate Review Board Academic Appeals

C. Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation.

Policy: Academic Accommodation for Students with Disabilities

D. Correspondence Statement

The centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

E. Discovery Credit Statement

Students are permitted to designate up to 1.0 Discovery Credit course (or equivalent) for pass/fail grading that can be counted toward the overall course credits required for their degree program.

Policy: Undergraduate Course Credit
Procedures: Discovery Credits

F. Essay Course Guidelines

The guidelines for the minimum written assignments refer to the cumulative amount of written work, including examinations. An essay course must normally involve total written assignments (essays or other appropriate prose composition) as follows:

- Full course (1000 to 1999): at least 3000 words
- Half course (1000 to 1999): at least 1500 words
- Full course (2000 and above): at least 5000 words
- Half course (2000 and above): at least 2500 words

and must be so structured that the student is required to demonstrate competence in essay writing to pass the course. The structure of the essay course must be such that in order to pass the course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course.

Policy: Course Numbering Policy, Essay Courses, and Hours of Instruction

G. Statement on the Use of Electronic Devices

Electronic devices may be used only for course-related purposes during course sessions.

H. Statement on the Use of Generative Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

I. Turnitin and other similarity review software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

15. BMSUE Academic Policies and Statements

A. Cell Phone and Electronic Device Policy (for in-person tests and exams)

The Schulich School of Medicine & Dentistry is committed to ensuring that testing and evaluation are undertaken fairly across all our departments and programs. For all tests and exams, it is the policy of the School that any electronic devices, e.g., cell phones, tablets, cameras, smart glasses, smart watch or iPod are strictly prohibited. These devices MUST be left either at home or with the student's bag/jacket at the front of the room and MUST NOT be at the test/exam desk or in the individual's pocket. Any student found with one of these prohibited devices will receive a grade of zero on the test or exam and this will be documented as a Scholastic Offence. Non-programmable calculators are only allowed when indicated by the instructor. The program is not responsible for stolen/lost or broken devices.

B. Copyright and Audio/Video Recording Statement

Course materials produced by faculty are copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

C. Rounding of Marks Statement

Across the Basic Medical Sciences Undergraduate Education programs, we strive to maintain high standards that reflect the effort that both students and faculty put into the teaching and learning experience during this course. All students will be treated equally and evaluated based only on their actual achievement. ***Final grades*** in this course are rounded to the nearest whole number based on the first decimal place. For example, a grade of 74.49 or lower will be rounded to 74, whereas 74.50 or higher will be rounded to 75.

Marks WILL NOT be arbitrarily increased to the next grade or GPA, e.g., a 79 will NOT be increased to an 80, and 84 WILL NOT be increased to an 85, etc. The mark attained is the mark you achieved, and the mark assigned; requests for arbitrary mark increasing will be denied. Marks will be assigned based on assessments in the syllabus and no extra work or tasks will be assigned to increase a mark.

Course grade rounding provisions, as described above, differ from cumulative and term averages. Cumulative and term averages will be calculated to two decimal places and rounded to the nearest whole number with .45 rounded up, for the purposes of admission to and progression in modules, scholarship retention, and Dean's Honour List.

Policy: Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students

16. Support Services

Students who are in emotional/mental distress should refer to Mental Health @Western https://www.uwo.ca/health/ for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Other important links:

- Academic Advising (Science and Basic Medical Sciences)
- Learning Development and Success
- Office of the Registrar
- Wellness & Wellbeing
- Western USC Services

Appendix 1: Western University Academic Policies and Procedures

The policies and procedures listed in this syllabus are outlined in the table below. In some cases, a policy does not include an accompanied procedures document.

Academic Policy	Name of Policy/Procedure	Links
General Policy	Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students	Policy
General Policy	Structure of the Academic Year	Policy
Registration, Progression, Graduation	Course Numbering Policy, Essay Courses, and Hours of Instruction	Policy
Registration, Progression, Graduation	Undergraduate Course Credit	Policy • Procedures
Examinations	Definitions of Types of Examinations	Policy
Examinations	Evaluation of Academic Performance	Policy
Examinations	Examination Conflicts	Policy
Rights and Responsibilities	Academic Accommodation for Students with Disabilities	Policy
Rights and Responsibilities	Accommodation for Religious Holidays	Policy
Rights and Responsibilities	Policy on Academic Consideration – Undergraduate Students in First Entry Programs	Policy • Procedures
Rights and Responsibilities	Requests for Relief from Academic Decisions (Undergraduate)	Policy • Procedures
Rights and Responsibilities	Requests for Relief from Academic Decisions (Graduate)	Policy • Procedures
Rights and Responsibilities	Scholastic Offences (Undergraduate)	Policy • Procedures
Rights and Responsibilities	Senate Review Board Academic Appeals	Policy • Procedures