

**DISASTER RISK MANAGEMENT**  
**York University, School of Administrative Studies**

**COURSE OUTLINE - DEMS 3701 W 2022**

**Remote Learning**

**Mondays, 4:00pm-7:00pm EST**

**COURSE INSTRUCTOR:** Dr. Jennifer Spinney

**OFFICE:** 246 Atkinson Building

**OFFICE HOURS:** Wednesdays (in-person) 12:30-1:30pm or by appointment (virtually). Emails will be answered within 24 hours

**EMAIL:** [jspinney@yorku.ca](mailto:jspinney@yorku.ca)

**CREDIT VALUE:** 3.0 credit

**COURSE DESCRIPTION**

Nearly all emergency planning processes begin with hazard or risk assessment and analysis. Assessment of hazards, vulnerability and risks are complex subjects – often difficult to apply in practical situations for a variety of reasons, including lack of understanding and data, different perceptions of vulnerability and risks, and conflicting social agendas. Understanding the theory behind these issues, appreciating the challenges in their application, and learning to deal with countless inevitable barriers are crucial to becoming an effective emergency management professional. This course will explore these issues in depth.

Students in senior years who are pursuing programs in management; administrative studies; science; engineering; environmental studies; humanities; geography; psychology; health; law; and fine arts may find this course particularly enriching due to its applicability and multidisciplinary nature.

**COURSE LEARNING OUTCOMES**

On completion of this course, students will have the following knowledge and skills:

- Understanding of disasters
- Understanding of disaster risk and vulnerability modeling
- Quantitative and qualitative concepts of disaster risk assessment
- Use of specific tools and methods to identify hazards and assess risks and vulnerabilities faced by communities and institutions
- Skills to comprehend various perceptions of disaster risk
- Learn to understand the role of community resilience to manage disaster risk

**READINGS**

Title: *Disasters and Risk Management in Canada – An Introduction*

Author: Nirupama Agrawal Publisher: Springer (2018).

\*Available online through York Libraries

Additional readings will be assigned throughout the course. These will be accessible on the Internet and/or available for download through York University's Library eBooks or eJournals.

## **TEACHING METHODS**

The structure of this course consists of online/remote instruction, including both asynchronous and synchronous learning. It is divided in eight main topics/chapters. Class discussions and group activities are key to learning and understanding of the material. Recent examples of environmental and technological disasters are used to comprehend theoretical concepts and practical relevance.

This course incorporates the following teaching methods and use of technology:

- eClass – This course has a page on eClass. All students who register for the course should be able to access the course page using their York Passport IDs and Passwords.
- Recorded lectures/Slide shows – Lectures will serve to enrich, clarify, and illustrate critical content in assigned readings.
- Open discussion during synchronous sessions – Stimulating group discussions will serve to enhance student ability to articulate and defend positions and to consider different points of view.
- Guest speakers – Talks by academics and/or practitioners directly involved in the topics and contexts under discussion may be used to augment course content.
- Group work – activities and assignments will be conducted in groups of varying sizes in order to enhance student retention and encourage the development of teamwork skills.

**Please note: weeks for this class run from Mondays to Sundays.** Asynchronous content will be released on eClass in advance of each week's learning activities\*. Synchronous learning sessions will occur during the course's designated day and time (Mondays between 4:00pm and 7pm EST). We will have 12 synchronous sessions throughout the term. **The first synchronous session is scheduled for Monday, January 10th at 4:00pm EST.**

\*Students are expected to come to the synchronous sessions having reviewed the asynchronous content and having completed the relevant readings.

*A full course schedule including a week-by-week breakdown of topics and assigned readings will be available on the course's eClass site before the first day of class.*

## **COURSE EVALUATION**

<b>Item</b>	<b>Description</b>	<b>Weighting</b>	<b>Total</b>	<b>Due Date</b>
Quizzes	4 quizzes	3 x 10%	30%	various
Participation	Weekly Exit Tickets	10 x 2%	20%	various
Reflection – Opinion Piece	Following Guest speaker	1 x 10%	10%	April 3 <sup>rd</sup>
CIRAR Report	See below	5 x 5%	25%	various
		1 x 15%	15%	April 15 <sup>th</sup>

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

**Description of course evaluation criteria is as follows:**

**Quizzes – 30%**

There will be four quizzes throughout the course and the *quiz to receive the lowest grade will be dropped*. Quizzes will be released on the Friday of the week they are assigned, and each quiz must be completed by 11:59pm EST Sundays (at the end of the week they are assigned). Each quiz will have between 10-12 questions. All quizzes will be multiple choice or T/F format. You will take each quiz online, *you will have one attempt to complete the quiz, and questions will be randomized and restricted to sequential answering*. Quizzes will focus on the main ideas in the week's readings and lectures. Quizzes will be non-cumulative. There will be no make-up quizzes. Each quiz is worth 10% for a total of 30% of your final grade.

Reminder: Each quiz will be open for a specific time period. If you miss a quiz deadline, you will not be able to complete that quiz.

**Participation – Weekly Exit Tickets – 20%**

Ten times during the term you will be required to prepare and submit a weekly exit ticket. Exit tickets are due in the evening immediately following our synchronous session (Monday from 7pm-11:59pm). In these weekly exit tickets students will prepare and submit a short paragraph (200-300 words) describing something they learned from the readings and our discussion of course material during that week's synchronous session. Students can also make connections with material we've covered in other weeks, and you can also explain how what you learned could be applied in your career (or in the career you are working towards), but these are considered supplemental to the main task. Weekly exit tickets are to be submitted as word document through eClass. Students are responsible for keeping track of how many exit tickets have been submitted. Each exit ticket is worth 2% for a total of 20% of your final grade.

Note: Unless a student receives formal accommodation for illness through Academic Counselling, late Exit Tickets will not be accepted.

**Reflection – 10%**

There will be one written reflection activity assigned (approximately 750-1000 words; 10%) during this course. This will be a reflection on the content provided by the guest speaker and will be an opportunity for you to engage with course content, critically reflect on the concepts learned, and contribute your own questions, or ideas.

The Reflection will be due on April 3<sup>rd</sup>.

Note: Unless a student receives formal accommodation for illness through Academic Counselling, late Reflections will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late Reflection submissions will not be accepted after 5 days.

**Final Report - 40% -  
Community Informed Risk Assessment & Resilience (CIRAR) Project**

This assignment is about understanding community risk and resilience experienced by vulnerable groups in Toronto. Three goals for this exercise include a. raising students' awareness about the

risks experienced in Toronto’s vulnerable communities, b. creating a more nuanced understanding of risk assessment and the implications of assessment on risk management, and c. highlighting practical, community-informed strategies for reducing risk and enhancing resilience.

The professor has collected survey data from community organizations that represent and work to enhance the lives of vulnerable populations in the City. Each week students work together in groups of three (zoom breakout rooms) and will draw on survey responses to inform their written explanations of different course concepts. In April, the explanations will be compiled, additional sections will be prepared, and together these different pieces will be formatted into a Community Informed Risk & Resilience (CIRAR) Report that will be given to each community organization.

This assignment is comprised of two parts with rolling deadlines throughout the term and with varying submission guidelines.

Students will:

1. Sign up in groups of three under one organization. Students will self-select their groups of 3. A sign-up sheet will be available on our DEMS 3701 shared google drive for students to sign-up in groups and choose a community organization according to their chosen vulnerability category.
2. Work in their group of three during synchronous sessions to answer Part I questions in the context of their chosen community organization (web-searches or data generated from Instructor survey).
  - a. Students submit Part I responses as individuals according to the various deadlines throughout the term
3. Work in their group of 3 to complete Part II tasks: prepare the final sections and compile the different pieces into the Final Report.
  - a. Student submit Part II sections as part of the Final Report, which is to be handed in at the end of term as a group. One submission per group.

Task – written explanations of...		Prep/Submission	Weighting	Due
PART I 25%	Risk Assessment – Community-identified risks/hazards	Group prep/ individual submission	5%	Feb 6 <sup>th</sup>
	HIRA – what is it and how does the community organization make sense of HIRA-identified risks	Group prep/ individual submission	5%	Feb 13 <sup>th</sup>
	HIRA + Community-informed Risk Assessment - Plot difference and offer critical analysis	Group prep/ individual submission	5%	Feb 20 <sup>th</sup>
	Risk Explanation: vulnerability drivers for vulnerability category according to crunch/pressures from the PAR Model	Group prep/ individual submission	5%	Mar 6 <sup>th</sup>

	Risk Controls & Plans in place for Community identified hazards + HIRA hazards	Group prep/ individual submission	5%	Mar 20 <sup>th</sup>
PART II 15%	Resilience building ideas to build resilience for your community organization	Group prep/group submission	5%	April 15 <sup>th</sup>
	Prepare an Executive Summary with 5 key recommendations	Group prep/group submission	8%	
	Proofreading/Quality of Writing/ Reference cited and listed/ Acknowledgements	Group prep/group submission	2%	

Additional details for this assignment will be posted and available on eClass.

Note: Unless a student receives accommodation for illness through Academic Counselling, late CIRAR Project-related assignments will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late CIRAR Project-related assignments will not be accepted after 5 days.

**DETAILED COURSE OUTLINE (subject to change)**

<b>Week // Date</b>	<b>Topic/Synch Session Activities</b>	<b>Textbook Reading</b>	<b>Deadlines</b>
1 // 10-16 Jan	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- Core Concept Overview</li> <li>- Overview - Hazards in the Environment</li> <li>- EM &amp; CSA Overview</li> </ul> <p>Synch session:</p> <ul style="list-style-type: none"> <li>- Course Introduction</li> <li>- Review outline</li> <li>- Introduce course marker</li> <li>- Introduce CIRAR Project &amp; How to prepare a Report</li> </ul>	<ol style="list-style-type: none"> <li>1. Smith &amp; Petley (2009) “Hazards in the Environment” in <i>Environmental Hazards: Assessing Risk and Reducing Disaster</i>. Pp. 3-21.</li> <li>2. <a href="#">An Emergency Management Framework for Canada</a> 3<sup>rd</sup>. Ed. (2017: 4-23).</li> </ol> <p><b>*get started on week 2 readings*</b></p>	<ul style="list-style-type: none"> <li>- Choose your group of 3</li> <li>- Sign up for a community organization based on vulnerability category</li> <li>- Complete TCPS certificate – 2% - bonus mark</li> </ul>
2 // 17-23Jan	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- Overview of Hazards               <ul style="list-style-type: none"> <li>o Large scale</li> <li>o Medium &amp; Small scale</li> <li>o Other hazards</li> </ul> </li> </ul> <p>Synch session:</p> <ul style="list-style-type: none"> <li>- Review of hazards</li> <li>- TBD</li> </ul>	<ol style="list-style-type: none"> <li>1. Agrawal 2018 – Ch. 1, 2</li> <li>2. Coppola – <a href="#">Ch. 2 Hazards</a>. In Introduction to International Disaster Management (2015: 105-149) – Ch. 2 (available through York Libraries)</li> <li>3. Smith &amp; Petley (2009) “Context Hazards” in <i>Environmental Hazards: Assessing Risk and Reducing Disaster</i>. Pp. 313-335.</li> </ol>	
3 // 24-30 Jan	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- DRM – Threat, risk and vulnerability               <ul style="list-style-type: none"> <li>o Threat perception and recognition</li> <li>o Seeking out Problems (Hazards, Risks, Threats) Before They Happen</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Crow, D. (2021). Part III - Individual Beliefs in Community Disaster Recovery Moving from Vulnerability to Resilience p. 83-110.</li> </ol>	<p>Quiz 1 – due Jan 30 (Covering Weeks 1-3)</p>

	<p>Synch session:  <i>Review the data</i> (in your groups):</p> <ul style="list-style-type: none"> <li>○ Risks/threats unique to the organization?</li> <li>○ Prioritize these problems</li> <li>○ Long/short term? Seasonal?</li> <li>○ Magnitude/frequency of occurrence</li> <li>○ Severity of consequences/impacts</li> <li>○ Ability to respond</li> </ul> <p>- Choose a Group Rep and give class a synopsis</p>	<ol style="list-style-type: none"> <li>2. Agrawal (2018) Ch. 5 (Disaster Perceptions)</li> <li>3. Agrawal 2018 – Ch. 3 (up to 3.4)</li> </ol>	
4 // 31 Jan -6 Feb	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- Risk Analysis/Assessment (Quantitative)</li> </ul> <p>Synch session: Guest Presentation + Review Data  <i>Guest Presentation</i></p> <ul style="list-style-type: none"> <li>- HIRA – what is it?</li> <li>- How to carry out a HIRA</li> <li>- Top 10 hazards for Mississauga HIRA (emphasis on weather)</li> </ul> <p><i>Review the data</i> (in your groups):</p> <ul style="list-style-type: none"> <li>- How do community organizations think about HIRA-defined risks/hazards <ul style="list-style-type: none"> <li>○ How does the organization rate the HIRA risks, prioritize them as problems, rate their magnitude/frequency of occurrence, rate their severity of consequences/impacts, rate their ability to respond <ul style="list-style-type: none"> <li>▪ Using Likelihood score, complete consequence matrix and calculate risk scores</li> </ul> </li> </ul> </li> <li>- Choose a Group Rep and give class a synopsis</li> </ul>	<ol style="list-style-type: none"> <li>1. Agrawal (2018) Ch. 3.5</li> <li>2. Agrawal (2018) Ch. 6</li> </ol>	Due – CIRAR Project - Community-identified risks/hazards Feb 6 <sup>th</sup> (5%)
5 // 7-13 Feb	Recorded Lecture: Community Perceptions	1. Agrawal 2018 – Ch. 5	Due – CIRAR Project - HIRA – what is it and

	<p>Synch session: Risk Analysis / Assessment (Quantitative) + Perceptions <i>Review:</i> The relationship between risk and vulnerability</p> <p><i>Review the data</i> (in groups):</p> <ul style="list-style-type: none"> <li>- Take HIRA risk scores and plot the difference with HIRA Top 10 according to community group</li> <li>- HIRA + Community-informed Risk Assessment – Calculate risk scores for community-defined hazards/risks?</li> <li>- Discuss: What is the HIRA missing? What does the HIRA obscure? What are the limitations of the HIRA?</li> <li>- Choose a Group Rep and give class a synopsis</li> </ul>	<p>2. Spinney and Pennesi 2013 – “When the river started underneath the land: social constructions of a ‘severe’ weather event in Pangnirtung, Nunavut, Canada. Polar Record. Vo. 49(251): 362-372.</p> <p>3. Agrawal (2018) Chapter 8.3</p>	<p>how does the community organization make sense of HIRA-identified risks – Feb 13<sup>th</sup> (5%)</p>
6 // 14-20 Feb	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- Risk Analysis/Assessment (Qualitative)</li> </ul> <p>Synch session:</p> <ul style="list-style-type: none"> <li>- Risk Explanation: vulnerability drivers for vulnerability category according to crunch/pressures from the PAR Model</li> <li>- Review websites (in groups) to prepare summary of different root causes, dynamic pressures and unsafe conditions that contribute to vulnerability</li> <li>- Choose a Group Rep and give class a synopsis</li> </ul>	<p>1. Agrawal 2018 – Ch. 8</p>	<p>Quiz 2 – due Feb 20 (Covering Weeks 4-6)</p> <p>Due – CIRAR Project – HIRA + Community-informed Risk Assessment Plot difference and offer critical analysis – Feb 20<sup>th</sup> (5%).</p>
<b>SPRING READING WEEK – February 21-25, 2021</b>			
7 // 28 Feb -6 Mar	<p>Recorded lecture: none</p> <p>Synch session:</p> <ul style="list-style-type: none"> <li>- Risk Analysis/Assessment (Qualitative) cont’d...</li> </ul>	<p>1. Agrawal 2018 – Ch. 6</p>	<p>Due – CIRAR Project - Risk Explanation: vulnerability drivers for vulnerability category according to</p>



	<ul style="list-style-type: none"> <li>- Reducing risk: releasing pressure/crunch by addressing vulnerability drivers</li> <li>- In your group: use the “Release” diagram, investigate and explain the ways to release the pressure (reduce vulnerabilities)</li> <li>- Think of practical examples to build capacity based on community-identified risks</li> <li>- Choose a Group Rep and give class a synopsis</li> </ul>		crunch/pressures from the PAR Model – Mar 6 <sup>th</sup> (5%)
8 // 7-13 Mar	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- DRM – Risk Control <ul style="list-style-type: none"> <li>o Structural</li> <li>o Non-structural</li> <li>o (other) Risk Management Techniques (General)</li> <li>o Reduce risk, transfer risk, avoid risk, accept risk</li> </ul> </li> </ul> <p>Synch session: <i>Case study:</i> When risk control saves some at the expense of others</p> <p><i>Review the data</i> (in your groups):</p> <ul style="list-style-type: none"> <li>- What risk controls does the community organization have in place</li> <li>- Choose a Group Rep and give class a synopsis</li> </ul>	<ol style="list-style-type: none"> <li>1. Agrawal (2018) Ch. 3.6</li> <li>2. Thompson et al. (2014). “Lake St. Martin First Nation Community Members’ Experiences of Induced Displacement: “We’re like refugees.” <i>Refuge</i>. Vol. 29(2): 75-86.</li> </ol>	
9 // 14-20 Mar	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- DRM – Planning (and intro resilience)</li> </ul> <p>Synch session: <i>Review the data</i> (in your groups):</p> <ul style="list-style-type: none"> <li>- Planning <ul style="list-style-type: none"> <li>o What is the community organization’s objectives in emergency situations</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Agrawal (2018) Ch. 3.7</li> <li>2. Handayani et al. (2019). “Operationalizing resilience: A content analysis of flood disaster planning in two coastal cities in Central Java, Indonesia.” <i>International Journal of Disaster Risk Reduction</i>. Pp. 1-11.</li> </ol>	<p>Quiz 3– due Mar 20 (Covering Weeks 7-9)</p> <p>Due – CIRAR Project - Risk Controls, Emergency Plans in place Mar 20<sup>th</sup> (5%)</p>

	<ul style="list-style-type: none"> <li>○ Who is involved in disaster response, what are their roles and responsibilities of people x hazard</li> <li>○ What are the organizational lines of authority</li> <li>○ What are the resource requirements needed x hazard</li> <li>○ What process does the organization have for managing communication</li> </ul> <p>- Choose a Group Rep and give class a synopsis</p>		
10 // 21-27Mar	<p>Either:</p> <p>Guest speaker</p> <p>Experiential Education: “We’re Ready!” workshop/session</p> <p>Documentary</p>		
11 // 28 Mar-3 April	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- DRM – Response, Recovery, Reconstruction and Rehabilitation <ul style="list-style-type: none"> <li>○ Physical and social recovery</li> </ul> </li> </ul> <p>Synch session:</p> <p><i>Review:</i> social dimensions of disaster</p> <p><i>Case study:</i> scrutinizing the ‘build back better’ concept in post-disaster recovery</p> <p><i>Review the data</i> (in your groups):</p> <ul style="list-style-type: none"> <li>- What response plans does your community organization have in place for each hazard identified on the HIRA?</li> <li>- Choose a Group Rep and give class a synopsis</li> </ul>	<ol style="list-style-type: none"> <li>1. Agrawal (2018) – Ch. 3.8</li> <li>2. Tierney, K. and A. Oliver-Smith. (2012). “Social Dimensions of Disaster Recovery.” <i>International Journal of Mass Emergencies and Disasters</i>. Vol. 30(2): 123-146.</li> <li>3. Su and le Dé 2020 - “Whose views matter in post-disaster recovery? A case study of “build back better in Tacloban City after Typhoon Haiyan”. <i>International Journal of Disaster Risk Reduction</i> Vol. 51: 1-10.</li> </ol>	Reflection due – April 3 <sup>rd</sup> .
12 // 4-10 April	<p>Recorded lecture:</p> <ul style="list-style-type: none"> <li>- DRM – Resilience building (preparedness + mitigation + knowledge management) <ul style="list-style-type: none"> <li>○ Warning systems, vertical evacuation shelters</li> <li>○ Managed retreat</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Agrawal (2018) – Ch. 4 (up to 4.4).</li> <li>2. Ensor et al. (2019). “What is equitable resilience?: Four key elements for putting resilience</li> </ol>	<p>Quiz 4 – due April 10 (Covering Weeks 10-12)</p> <p>CIRAR Report – due April 15 (final 15%)</p>

	<ul style="list-style-type: none"> <li>○ Different types</li> <li>○ Sustainable development</li> <li>○ Sustainable Livelihoods Approach</li> <li>○ Resiliency Approach</li> <li>○ Community participation</li> </ul> <p>Synch session:  <i>Review the data</i> (in your groups):</p> <ul style="list-style-type: none"> <li>- What preparedness measures does the community organization have in place/rely upon</li> <li>- Review websites (in groups) and Brainstorm ideas to build resilience for your community organization, based on your understanding of resilience, resilient recovery and capacities that could be enhanced (focus on human capital, social capital, physical capital and political capital).</li> <li>- Choose a Group Rep and give class a synopsis</li> </ul>	<p>into practice.” <i>Stockholm Environment Institute</i>. Pp. 1-7.</p> <p>3. Siders and Mach (2021). <a href="#">“‘Managed retreat’ done right can reinvent cities so they’re better for everyone – and avoid harm from flooding, heat and fires.”</a> <i>The Conversation</i>.</p> <p>4. Siders et al. (2019). “The case for strategic and managed climate retreat: Why, where, when and how should communities be relocated.” <i>Science</i>. Vol. 365(6455): 761-763.</p>	
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## **COURSE SPECIFIC STATEMENTS AND POLICIES**

### *Statement on Seeking Special Accommodations:*

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

### *Statement on Plagiarism:*

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

### *Statement on Engaging in the Online Learning Environment*

This course relies on the Moodle site to connect you with the syllabus, assignment outlines, content, and other course material. Here, you will engage with me and your peers as we progress through the course. Please keep track of weekly tasks and contribute respectfully to online activities.

### *Statement on Email*

You may contact me by email, but it may take up to 24 hours for a response. If the matter is something we cannot address by email, we can coordinate a time to meet virtually through skype or zoom. Please ensure that your emails are worded professionally and include the course number (DEMS3707) in the subject line.

### *Statement on Student Success*

If you need support with your academic writing skills, please visit the Writing Centre at York (for more info visit: <https://writing-centre.writ.laps.yorku.ca>).

The staff at Learning Skills Services (<https://lss.info.yorku.ca>) support your development as an excellent student by answering your questions and providing advice on how to succeed in your studies at York. They can help you to develop new skills or strengthen existing academic skills. Information on important learning skills topics is also available online.

Visit Mental Health and Wellness at York (<https://mhw.info.yorku.ca>) if you need support in navigating any kind of mental health issue (e.g., anxiety, stress, etc.). This centre provides free assistance in connecting you with wellness services and resources on and off campus.

## **RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS**

### **Applicable to all ADMS and DEMS courses**

Should there be any updates to these regulations, you can review the most recent Faculty of Liberal Arts and Professional Studies regulations, which are used by SAS (the School of Administrative Studies) at:

<https://www.yorku.ca/laps/sas/academic-resources/common-course-policies/>

**Deferred Final Exams:** Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

DSA Form: [http://www.registrar.yorku.ca/pdf/deferred\\_standing\\_agreement.pdf](http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf)

In order to apply for deferred standing, students must register at:

<http://sas-app.laps.yorku.ca>

Followed by handing in a completed original Deferred Standing Agreement (DSA) form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above-mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

**IMPORTANT NOTE: Any request for deferred standing on medical grounds must comply with University regulations. At the time of writing of this outline, the requirement for APS forms had been suspended due to COVID-19. If it resumes, the University will inform you of such resumption, and you would include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.**

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. **Deferred exams might take place during the regular exams period or in subsequent weeks depending on the course;** precise dates are known when the Office of the Registrar publishes the final exam schedule of the term. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

**Academic Honesty:** The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy:** The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

**In-Class Tests and Exams - the 20% Rule:** For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals:** Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**Religious Accommodation:** York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:

<http://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

## **Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Student Accessibility Services (formerly known as Counselling and Disability Services) website at <https://accessibility.students.yorku.ca>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.