

DISASTER RISK MANAGEMENT
York University, School of Administrative Studies

COURSE OUTLINE - DEMS 3701 Winter 2024
ACE 011
Tuesdays, 4:00pm-7:00pm ET

COURSE INSTRUCTOR: Dr. Jennifer Spinney

OFFICE: ----

OFFICE HOURS: Virtually Thursdays 12-1pm or by appointment. Emails will be answered within 24 hours.

EMAIL: jspinney@yorku.ca

CREDIT VALUE: 3.0 credit

LAND ACKNOWLEDGEMENT

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

COURSE DESCRIPTION

Emergency and disaster risk planning processes must include an understanding of disaster, risk and the various components related to disaster risk management (DRM) system, from threat recognition all the way to building resilience. In this course, disaster, risk and the 7 key components of a comprehensive disaster risk management process will be examined mostly at the scale of the individual and/or community, and through an anthropological lens. Students will learn about the varying ways risk is perceived, different ways to evaluate risk, and a number of ways to manage and/or reduce disaster risk. Theory will be used to explain the different components of the comprehensive DRM system, and case studies will be used to bridge theory with the concepts taught. A key learning objective in this course is for students to understand the various social and structural influences on disaster risk management practices, the challenges and barriers in creating effective and equitable DRM outcomes, and at times the unfortunate human-centred consequences of well-intended DRM actions.

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 developed the ability to:

1. Conclude that successful disaster risk management requires a holistic, comprehensive and people-centred approach
2. Describe the relationship between risk, vulnerability, risk reduction and resilience;
3. Explain the different components of a comprehensive disaster risk management system;
4. Evaluate disaster risk using quantitative and qualitative tools and methods;
5. Analyze risk management practices for contemporary disasters using specific cases; and
6. Formulate well organized written arguments that are grounded in supporting evidence

READINGS

No textbook. All readings will be posted/made available on eClass.

TEACHING METHODS

The structure of this course consists mostly of in-person instruction. Each class will include a combination of lectures and group activities. Class discussions and group activities are key to learning and understanding of the material. Recent examples of environmental and technological disasters are used to enhance comprehension of theoretical concepts and add practical relevance to what is being taught.

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

- **eClass site**– 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.
- **In-person lectures** – Lectures will serve to enrich, clarify, and illustrate critical content in assigned readings.
- **Open discussion during lectures** – 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.
- **Individual & Group work** – activities and assignments will be conducted individually as well as in groups of varying sizes in order to enhance student retention and encourage the development of teamwork skills.

We will have 12 sessions throughout the term. **The first session is scheduled for Tuesday, January 9th at 4:00pm ET.**

*Students are expected to come to lectures 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 COMMUNICATION PLAN & OFFICE HOURS

Course Announcements will be made at the beginning of in-person lectures.

If students have questions about the course (i.e. course materials or concepts), they are encouraged to post questions on the dedicated Q&A forum on eClass. If students have questions

that are personal in nature, they are encouraged to reach out to the Course Instructor by email (jspinney@yorku.ca). **Please ensure that emails are worded professionally** and include the course number (DEMS3701) in the subject line. If students are available during the regularly scheduled office hours, and they are more comfortable with one-on-one discussion, I encourage them to hop online (voice or video or both) to ask questions or express concerns (Thursdays from 12-1pm over [zoom](#)).

COURSE EVALUATION

Item	Description	Weighting	Total	Due Date
Attendance & Participation	Attendance, online forum, contribution to classroom discussion, completing group exercises	11 x 1.5%, drop lowest 1	15%	Weekly
Hazard Response		1 x 10%	10%	Jan 28 th (end of Week 3)
HIRA Report	Part I - Risk Assessment partner project	1 x 20%	20%	February 11 th (end of Week 5)
Qualitative Analysis Response	Short answer, in class	1 x 10%	10%	Feb 13 th (in class Week 6)
Risk Control Response		1 x 15%	15%	March 10 th (end of Week 8)
DRR Proposal	Part II – DRR in response to HIRA	1 x 15%	15%	Mar 26 th (beginning Week 11)
Final Exam	Cumulative; M/C	1 x 15%	15%	April 2 nd (during Week 12 class)

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

Description of course evaluation criteria is as follows:

Attendance & Participation – 15%

In-person attendance and participation during class is strongly encouraged because they will be tracked across 11 of the 12 sessions (Weeks 1-11). Students' attendance and participation each week will be recorded and evaluated based on their presence in in-person sessions, as well as the quality and frequency of their contributions during classroom discussions and activities. Students will also have an opportunity to earn participation grades by contributing to an online forum. Participation, engagement and forum posts must be made by Friday each week to count towards that week's participation grade. There will be no opportunity to make up the attendance/participation grade. Each week is worth 1.5% and the highest grades for 11 sessions will count towards students' final grade. This means that the lowest 1 grade will be dropped; in other words, students can miss up to 1 session during Weeks 1-11 without penalty.

Hazard Response – 10%

One time throughout the term, students will complete a 750-word (+/-50 words) Hazard Response that centres on answering questions related to topics and concepts covered in Weeks 1-3 of the course. Hazard Responses are to be submitted as word documents through an Assignment portal on eClass. The Hazard Response is worth 10% of students' final grade and are due at the end of Week 3 (January 28th).

Note:

** Uses of generative artificial intelligence (AI) in this course is prohibited.*

** Unless a student receives formal accommodation for illness through Academic Counselling, late Hazard Response #1 submissions 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 Hazard Response #1 submissions will not be accepted after 5 days.*

Qualitative Analysis Response – 10%

During our Week 6 class (February 13th), students will complete a Qualitative Analysis Response. There will be **30 minutes** to complete the Qualitative Analysis Response. The question(s) asked for Qualitative Analysis Response will be based on material delivered during Week 5 of the course. All Qualitative Analysis Response submissions will be handwritten in booklets, provided by the Instructor. Qualitative Analysis Response submissions are expected to clearly answer the question(s) asked, be legible, and are expected to follow the 'define, describe, apply' approach. The Qualitative Analysis Response is worth 10% of your final grade.

Risk Control Response– 15%

In this course students will prepare a response (approximately 1000 words +/-50 words) on a topic related to risk control. For the Risk Control Response, students will be expected to discuss risk control and critically reflect on the value and benefit of different risk control concepts learned in the course. The Risk Control Response is to be submitted as word document through an Assignment portal on eClass. Question(s) related to Risk Control Response will be released at in Week 6. The Risk Control Response is due at the end of Week 8 (March 10th) and is worth 15% of the final grade.

Note:

** Uses of generative artificial intelligence (AI) in this course is prohibited.*

** Unless a student receives accommodation for illness through Academic Counselling, late Risk Control Responses 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 Risk Control Responses will not be accepted after 5 days.*

HIRA & DRR Partner Project– 35% This is a TWO-PART assignment

Part I – HIRA Risk Assessment (20%)

Working in **groups of 2**, students will prepare a 7-8-page, single-spaced risk assessment report for a location based on an environmental or technological disaster that has occurred in the last ten years using the Ontario HIRA (Hazard Identification Risk Assessment) method. The HIRA

Risk Assessment is **due on Feb 11th (at the end of Week 5)**. HIRA Risk Assessments are to be submitted as a word document through an Assignment portal on eClass; **ONE submission per group**. All information related to the HIRA Risk Assessment will be posted and available on eClass.

PART II – DRR Proposal (in response to HIRA Assessment; 15%)

Working **in the same group of 2**, students will prepare a 4-page, single-spaced proposal that identifies and explains 4 creative or innovative strategies aimed at building resilience in the location where the disaster in the HIRA assessment occurred. The DRR Proposal is **due on Tuesday, March 26th, 2024**. HIRA Risk Projects are to be submitted as word document through an Assignment portal on eClass; **ONE submission per group**. All information related to the DRR Proposal will be posted and available on eClass.

**Uses of generative artificial intelligence (AI) in this course is prohibited.*

**Note: Unless a student receives formal accommodation for illness through Academic Counselling, late HIRA Risk Projects 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 HIRA Risk Project submissions will not be accepted after 5 days.*

Citation Expectations

Good citation practices are important because they support academic integrity by linking information back to an identifiable source. This course will require students to use APA style formatting for citations and references for the Hazard Response, Risk Control, HIRA Risk Assessment and DRR Proposal Assignments. Below are some helpful resources for students:

- [SPARK Student Papers & Academic Research Kit](#)
- [APA Style Overview, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre](#)

Final Exam – 15%

Students will be required to complete a final exam in this course. The final exam will be cumulative (covering material learned from Weeks 1-11 of the term). The final exam will be 2 hours in duration, will have approximately 70 multiple choice questions, and will take place in-person during the last class of the term, or Wednesday, April 2nd 2023, from 4-6pm ET.

GRADING

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

For assignments, effort (time and energy put in) does not always translate to “good”, “very good”, “excellent” or “exceptional” performance.

Completing assignments with relative accuracy (i.e. all components of the question and no glaring mistakes) will earn students a B-level grade. If students want to earn "very good", “excellent” or “exceptional” grades, that means they are improving the quality of their assignments (not the length). For example, “very good” and above means that students are completing the basics **PLUS** they are:

1. being specific, descriptive and concise - naming concepts, describing/defining them, applying them to something we discussed in class;
2. including original content; and
3. making connections with other course concepts/material, across weeks/lectures

DETAILED COURSE OUTLINE (subject to change)

Date // Week	Topic & Learning Outcomes	Required Readings	Deadlines
Jan 9, 2024	<p>Approaching Hazards & Disasters</p> <ol style="list-style-type: none"> 1. Situate our approach to the course by identifying foundational concepts 2. Examine the changing hazard and disaster landscape (paradigms) 3. Explain the various components related to comprehensive disaster risk management process 4. Sketch the connections to understand the relationship between hazard, vulnerability and risk 	<ol style="list-style-type: none"> 1. Smith & Petley (2009) “Hazards in the Environment” in <i>Environmental Hazards: Assessing Risk and Reducing Disaster</i>. Pp. 3-21. 	
	<p>Task</p> <ul style="list-style-type: none"> • Introduce Hazard Response Assignment (10%) • Introduce Resources: <ul style="list-style-type: none"> • SQ4R Reading Strategy https://spark.library.yorku.ca/effective-reading-strategies-sq4r-reading-strategies/ • Taking notes 		
Jan 16, 2024	<p>Risk Perception + Threat Recognition</p> <ol style="list-style-type: none"> 1. Describe ways people come to identify and feel at risk 2. Hypothesize and critique our own “vulnerability” 3. Examine concepts related to risk and vulnerability in relation to case study 	<ol style="list-style-type: none"> 1. Agrawal, N. (2018). “Disaster Perceptions.” In <i>Natural Disasters and Risk Management in Canada : An Introduction</i>. Springer Netherlands. 2. Spinney and Pennesi 2013 – “When the river started underneath the land: social constructions of a ‘severe’ weather event in Pangnirtung, Nunavut, Canada. <i>Polar Record</i>. Vo. 49(251): 362-372. 	
Jan 23, 2024	<p>Risk Analysis/Assessment (quantitative)</p> <ol style="list-style-type: none"> 1. Explain the importance of risk analysis for achieving effective risk management 	<ol style="list-style-type: none"> 1. Agrawal (2018) Ch. 3.5 “Risk Analysis and Assessment”. In <i>Natural Disasters and Risk Management in Canada: An Introduction</i>. Springer Netherlands. 	<p>Hazard Response - due - Sunday, Jan 28th; 10%</p>

		<ol style="list-style-type: none"> 2. Identify different methods for analyzing and assessing quantitative risk 3. Describe factors that contribute to quantitative risk assessments, such as likelihood and consequences 	2. 2019 HIRA		
		Task <ul style="list-style-type: none"> • Introduce HIRA Partner Assignment (20%) 			
Jan 30, 2024	4	Guest visit - TBD <ol style="list-style-type: none"> 1. Evaluate the difference between disaster and emergency 2. Consider the role of EM in addressing disaster risk 	1. Re-cap on 2019 HIRA		
Feb 6, 2024	5	Risk Analysis/“Explanation” (qualitative) <ol style="list-style-type: none"> 1. Identify different methods for analyzing and explaining qualitative risk 2. Describe factors that contribute to qualitative risk analysis, such as root causes, dynamic pressures, and access to resources 3. Contemplate the origins of disaster risk 4. Differentiate between quantitative risk assessment and qualitative risk explanation 5. Devise possibilities for reducing disaster risk 	<ol style="list-style-type: none"> 1. Agrawal, N. (2018). "Community Perceptions Model." 8.3 in <i>In Natural Disasters and Risk Management in Canada : An Introduction.</i> Springer Netherlands. 2. Wisner, B., Blaikie, P., Cannon, T. and Davis, I. (2004). “Access to resources and coping in adversity.” In <i>At Risk: Natural hazards, People’s Vulnerability and Disasters.</i> Second Edition. Routledge, London. Pp. 87-124. 	HIRA Partner Risk Assessment due Feb 11th – 20%	
		Task: <ul style="list-style-type: none"> • Introduce Qualitative Risk Analysis Response (10%) 			
Feb 13, 2024	6	Risk Control <ol style="list-style-type: none"> 1. Describe the difference between structural and non-structural risk control measures 2. Explain how risk control alternatives are constructed and decided upon 	1. 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.		

		<p>3. Critically examine the benefits and costs of risk control decisions from a sustainable livelihoods perspective</p> <p>4. Hypothesize ways for enhancing equality and equity in disaster risk control</p> <p>Optional: Siders, A.R. (2019). "Managed Retreat in the United States." <i>One Earth</i>. Vol. 1(2): 216-225.</p>	<p>2. Doberstein, B., Fitzgibbons, J., and Mitchell, C. 2019. Protect, accommodate, retreat or avoid (PARA): Canadian community options for flood disaster risk reduction and flood resilience. <i>Natural Hazards</i>. 98: 31-50.</p> <p>3. Serrat, Olivier (2017). "Sustainable Livelihoods Approach." <i>Knowledge Solutions</i>. 21-26.</p>	
		<p>Task:</p> <ul style="list-style-type: none"> Introduce Risk Control Response Assignment – 15% 		
<p>-----WINTER READING WEEK – NO CLASS ON Feb 20, 2024-----</p>				
Feb 27, 2024	7	<p>Strategic Planning</p> <p>1. Describe the important role strategic planning plays in disaster risk management</p> <p>2. Differentiate between the different types of plans related to the practice of disaster risk management</p> <p>3. Examine the 7 components are included in strategic plans</p> <p>4. Design a strategic plan with goals, objectives and interventions</p>	<p>1. Author Unknown. "Strategic Planning." <i>Scandinavian Journal of Public Health</i>. Vol. 42(Suppl. 14): 106-112.</p>	<p>Qualitative Analysis Response – in class!! – 10%</p>
Mar 5, 2024	8	<p>Disaster Response</p> <p>1. Identify the various activities that take place during disaster response</p> <p>2. Explain the value of social relations in effectively responding to disaster risk</p> <p>3. Differentiate the activities that occur during disaster response from other phases of disaster</p>	<p>1. McEntire, David A. (2021). Ch.5 (p. 166-181) and Ch. 6 (191-226) in <i>Disaster Response & Recovery: Strategies & Tactics for Resilience</i>. 3rd edition.</p>	<p>Risk Control Response due – Sunday, Mar 10th; 15%</p>

		4. Examine the role that viewpoint plays in disaster response decisions: public vs. organizational		
FINAL WITHDRAWAL (last day to drop course without receiving a final grade– March 11th – MUST HAVE AT LEAST 15% OF GRADE RETURNED)				
Mar 12, 2024	9	Disaster Recovery (including reconstruction & rehabilitation) 1. Identify the various activities that take place during disaster recovery 2. Differentiate the activities that occur during disaster recovery from other phases of disaster 3. Evaluate different perspectives on what it means to recover from disaster 4. Explain the value of local participation and a bottom-up approach for effectively recovering from disaster risk 5. Design ways for promoting higher quality disaster recovery	1. 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. 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.	
		Task: • Begin course review		
Mar 19, 2024	10	Knowledge Management, Sustainability and Disaster Resilience 1. Understand the importance of converting knowledge to action as an effective method for enhancing disaster risk management practices 2. Explain how sustainable livelihood possibilities and outcomes are a result of asset acquisition, structures and processes 3. Examine the relationship between risk, vulnerability and resilience 4. Hypothesize ways for achieving greater equity in disaster resilience	1. Agrawal (2018) – " Disaster Resilience. " In <i>Natural Disasters and Risk Management in Canada</i> . Springer. Pp. 147-191. (up to 4.4). 2. Ensor et al. (2019). “What is equitable resilience?: Four key elements for putting resilience into practice.” <i>Stockholm Environment Institute</i> . Pp. 1-7.	

		Optional - Barrios (2016). “Resilience: A commentary from the vantage point of anthropology” . <i>Annals of Anthropological Practice</i> . Vol. 40(1): 28-38.		
Mar 26, 2024	11	Guest Visit – TBD Towards a safer environment 1. Understand that we can all play a role in managing disaster risk - in government, in business, in non-profit and as everyday citizens Optional: Wisner, B., Blaikie, P., Cannon, T. and Davis, I. (2004). “Towards a safer environment” in <i>At Risk: Natural hazards, People’s Vulnerability and Disasters</i> . Second Edition. Routledge, London. Pp. 321-376. COURSE REVIEW	1. UNDRR. Sendai Framework for Disaster Risk Reduction . (2015: 8-27)	DRR Proposal (15%) – DUE Mar 26th, 2023
April 2, 2024	12	In class Final exam – cumulative, multiple-choice		Multiple choice (15%)

COURSE SPECIFIC STATEMENTS AND POLICIES

Course Statements

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 Email

Students may contact the Course Instructor by email, but it may take up to 24 hours for a response. If the matter is something that cannot be addressed by email, we can coordinate a time to meet in-person (during office hours) or virtually zoom. Please ensure that your emails are worded professionally and include the course number (DEMS3701) in the subject line.

Statement on Seeking Special (non-formal) Accommodations:

Accommodations will not generally be granted retroactively. **Email correspondence with the Course Instructor 3 days before a deadline is necessary for accommodations (i.e. submitting assignments late) to be considered.** Students are encouraged to please see their academic counsellor immediately if they will be seeking accommodations based on medical or compassionate grounds. **If seeking accommodations based on medical, compassionate or**

formal arrangements in place with Accessibility Services, this reason needs to be clearly stated in your email correspondence.

Course Policies

All students are expected to familiarize themselves with the following information:

- Student Rights & Responsibilities
- Academic Accommodation for Students with Disabilities

Academic Integrity

In this course, we strive to maintain academic honesty 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 honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the Senate Policy on 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/>

Artificial Intelligence and Academic Integrity

Uses of generative artificial intelligence (AI) in this course is prohibited. Students are not permitted to use generative AI in this course. Submitting any work created through the use of generative AI tools will be considered a violation of York University's Senate Policy on Academic Honesty. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages

students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate accommodations to adherents for observances of special significance. Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a Religious Accommodation for Examination Form at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's Code of Student Rights and Responsibilities, the Senate Policy on Academic Honesty, and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on Disruptive and/or Harassing Behaviour in Academic Situations, the Student Conduct and Responsibilities, and the Code of Student Rights & Responsibilities.

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's Guidelines on Access of Information and Protection of Privacy and the Freedom of Information and Protection of Privacy Act. Access to online materials, including recordings or live meetings, is subject to York University's Senate Policy on Computing and Information Technology Facilities.

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check YUBetter Together for the latest information on health and safety.

Student Support and Resources

To help students succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- Academic Advising is available to provide students support and guidance in making academic decisions and goals.
- Student Accessibility Services are available for support and accessibility accommodation when required.
- Student Counselling, Health & Wellbeing offers workshops, resources, and counselling to support your academic success.
- Peer-Assisted Study Sessions (PASS) Program provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- Student Numeracy Assistance Centre at Keele (SNACK) supports students in courses involving math, stats, and Excel.
- The Writing Centre provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- ESL Open Learning Centre (OLC) supports students with building proficiency in reading, writing, and speaking English.
- Learning Skills Services provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- Learning Commons provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- Roadmap to Student Success provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- Office of Student Community Relations (OSCR) is responsible for administering the Code of Student Rights & Responsibilities and provides critical incident support.
- goSAFE is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

Applicable to all ADMS and DEMS courses

Should there be any updates to these regulations, students 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>

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.

DSA Form: 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.

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>

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.