

Public Administration

AP/PPAS 3190 (SU) Section A 6.0
(Cross-listed as AP/POLS 3190 6.0)
Summer 2024 (LECT01)

Land Acknowledgment

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.

Course Information

Course Director: Professor Fausto Natarelli

Course Date and Time: Tuesdays and Thursdays 4:00 PM to 7:00 PM (Beginning May 21, 2024)

Class Location: DB 1016 (LECT: In-person/In-class)

Course Director

Professor Natarelli is an Adjunct Professor with the York University [School of Public Policy and Administration](#) teaching undergraduate and graduate students theories and concepts as well as his practical experiences in public policy and administration, leadership and human resources. Prior to joining York University, he was a distinguished provincial, regional municipal senior public servant. Over the course of his public service career, he held progressively responsible roles in strategic planning, policy and operational policy development, executive support, communications planning, issues management and media relations. Professor Natarelli concluded his public service career leading the development and delivery of large, complex transportation capital projects.

Office Hours and Location:

Office hours will be by appointment only and will occur via video conferencing or telephone. Professor Natarelli can be reached by email at natarel1@yorku.ca or by cell phone at (416) 803-9092.

Course Communication and Email Policy

The Course Director will regularly respond to student emails according to the following email policy:

- Students are asked to use a single email account over the entire course for greater likelihood of timely and problem-free email interactions. It is strongly recommended your York University assigned email account be used for all school related interactions.
- Responses to student emails will be provided from Monday to Friday generally between 8:00 AM and 8:00 PM. Normally, there will be no email response on the weekends. If you are experiencing an emergency, please include 'URGENT' in the subject line of your email.
- Responses to student emails will be provided generally within 48. Please wait 48 hours before sending an identical email to the Course Director.
- Where multiple emails occur related to the same topic, students are to preserve the email string in their communication so as to maintain information continuity.

Course Overview

Course Description

Examines the theory and practice of policy making and public administration as well as the machinery of government, with reference to Canada. It discusses who makes policy, how policy is developed and implemented, and how the system is controlled and evaluated. Course credit exclusion: GL/POLS 2500 6.00.

Course Learning Outcomes

At the end of the course, successful students should be able to:

- 1) Analyse public administration's conceptual and theoretical foundations and describe the mixes of values, interests, and competing orientations that shape theory and practice in the field.
- 2) Describe the governance and operation of Canadian public institutions and detect trends, challenges, and prospects for public administration.
- 3) Apply comparative strategies for public policy analysis and development.
- 4) Develop the research and analytical skills that are essential for working in the public sector or elsewhere and pursue advanced studies in public administration.
- 5) Reflect on, engage with and express clear and articulate thoughts regarding major issues in Canadian public administration.

Course Format and Organization

The course is divided into two main sections. The first section focuses on public policy, while the second focuses on public administration. For additional details please see the Course Schedule below.

Course Expectations

Teaching Methodology

In class lecture materials will provide the context for the readings, which should be completed before each session and are listed below in the Course Schedule. Discussions will build on the readings and lecture material and all students are expected to actively participate. In several instances, workshops will be conducted where students will be asked to work together in groups to produce results/answers to questions/challenges the outcomes of which will be reported back to the entire class. These workshops will focus on a range of topics to reinforce course concepts and themes. Students are strongly encouraged to prepare in advance for each session by completing the readings, participate in the discussions and take an active role in the workshops. Please review the Course Schedule for additional details.

Course Evaluation Components

Assignment	Value	Due Date
Discussion Paper	15%	June 7, 2024
Test #1: (In Class)	20%	July 4, 2024
Research Paper Proposal	10%	July 19, 2024
Test #2: (In Class)	20%	August 13, 2024
Research Paper	25%	August 23, 2024
Student Engagement and Participation	10%	Throughout

Discussion Paper

The Discussion Paper is worth 15% of the overall course grade and it is to be submitted via eClass and the imbedded *Turnitin* application. Drawing on the content from the course readings assigned prior to the fall term Reading Week, each student will be asked to select course concepts and discuss how they relate to a Canadian public policy topic, current issue, journal article or case study. Professor Natarelli will provide additional details, instructions, and materials for the Discussion Paper at the start of the fall term. The Discussion Paper must be a 5 to 7 pages in length (not including cover page and references) using double-spacing and 12-point font and standard width margins. Also, the American Psychological Association (APA) style is to be used for citation of references and sources. Grades will be deducted for typos and other grammatical errors. It is recommended the paper be read and edited by someone else before it is submitted for evaluation.

Test #1

Term Test #1 is worth 20% of the overall course grade. Test #1 will include all readings, discussions and supplemental information covered in Part I, the Public Policy segment. Additional details on the format of Test #1 will be provided closer to the test date. Test #1 will be administered during a regularly scheduled 3-hour time frame of the lecture session.

Research Paper Proposal

The Research Paper Proposal is worth 10% of the overall course grade and it is to be submitted via eClass. The Proposal is the initial step to a more substantive effort. The Proposal will introduce a Canadian public policy topic and articulate a thesis statement or central argument for further analysis. In the winter term, students will rely on the Proposal to guide the preparation of the Research Paper. The Proposal must be two pages in length (double spaced, 12-point font, using standard margins); excluding cover. In addition, the Proposal must contain a minimum of five academic/scholarly references (using the APA style). It is expected the Research Paper will rely on these references, so students should be mindful of the relationship between these two assignments. The references may change as research progresses; however, the initial references are required to demonstrate that you have conducted some research and that acceptable sources are available. The Proposal will be reviewed and graded expeditiously by Professor Natarelli affording students the feedback they need to advance their research and complete the Research Paper in a timely manner. Grades will be deducted for typos and other grammatical errors. It is recommended the paper be read and edited by someone else before it is submitted for evaluation.

Research Paper

The Research Paper is the major assignment for our course and is worth 25% of the overall course grade. It is to be submitted via eClass and the *Turnitin* application. It must be a minimum of 12 pages, and no more than 15 pages, in length (not including cover page, table of contents, charts, tables, images, and references) using double-spacing, twelve-point font and standard width margins. The Research Paper will rely on the previously completed and submitted Proposal which can be repurposed and serve as the initial introductory pages of the Research Paper. The Research Paper must be a holistic work that demonstrates considerable research, writing and thinking on a substantive Canadian public policy (or possibly public administration) topic. The Research Paper must be professional in all aspects and should include the following:

- Title page (title of paper, student's name and student number, professor's name, course number and date).
- Introduction.
- Thesis statement or central argument.
- Body of the essay.
- Recommendations and conclusion(s).

- References, minimum five sources (of which five must be academic or scholarly texts books, journals, and government documents/reports in nature) using the APA style.
- Page numbers.

Grades will be deducted for typos and other grammatical errors. It is recommended the paper be read and edited by someone else before it is submitted for evaluation.

Test #2

Test #2 is worth 20% of the final grade for the course. Test #2 will include readings, discussions and supplemental information covered throughout Part II, the Public Administration segment of the course. Details on the format of Test #2 will be provided closer to the test date. Test #2 will be administered during a regularly scheduled 3-hour time frame of the lecture session.

Late Work Policy

As indicated above, all written assignments are expected to be submitted by the stated deadline. A deduction of 5% of the assignment total grade will be made for each calendar day an assignment is submitted beyond the due date. Further, the assignment will not be accepted 10 calendar days after the submission date. Exceptional circumstances may be accommodated with written consent from the Professor prior to the respective submission date.

Student Engagement and Participation

Each student’s engagement and participation in the sessions is essential to optimize the learning experience for all students in the course. Your insightful comments and informed perspectives related to course topics are valued, are welcomed - indeed expected! Students should strive to engage through the learning methods that will be used, listen actively, ask questions, involve themselves in group discussions and demonstrate that they have read and thought about the assigned readings so that they are able to contribute to engaging interactions. Students will be expected to communicate in a respectful and thoughtful manner engendering a safe and secure environment. Student engagement and participation grades will be assigned based on preparation, engagement/participation and contribution to discussion and interactions with other students in the course.

For an active class discussion attendance is a must, **but passive attendance will not be assessed positively**. In order to be able to participate in class discussion, it is important that you do the readings in advance of each class. Participation will be evaluated on the basis of the expectations and associated point values indicated in the following table:

Student Activity/Expectation	Point Value
<ul style="list-style-type: none"> ▪ Sporadic attendance/not punctual ▪ Passive attendance most of the time 	1
<ul style="list-style-type: none"> ▪ Good attendance/punctual ▪ Attentive most of the time 	2
<ul style="list-style-type: none"> ▪ Above, plus: ▪ Regularly participates – demonstrating a contribution to the discussion ▪ Does not necessarily demonstrate a preparedness or command of the reading ▪ Perhaps a cursory understanding of the topic 	3
<ul style="list-style-type: none"> ▪ Above, plus: ▪ Regularly and clearly prepared by reading the material ▪ Actively seeking to be engaged in the discussion ▪ Does not over participate or dominate the conversation ▪ Respectful of other opinions 	4

<ul style="list-style-type: none"> ▪ Does not participate just for the sake of participating, but to make a contribution to the collective understanding of the issue/topic 	
<ul style="list-style-type: none"> ▪ Above, plus: ▪ Fully engaged at a superior level ▪ Not only demonstrated a command of the material, but brings reflections/thoughts to the conversation ▪ Takes a leadership role in the presentation of ideas ▪ Contribution is thoughtful, does not take the classroom discussion off track ▪ Brings questions to class that are provocative ▪ Successfully brings in personal/work experiences that enhance/enrich the discussion 	5

Grading

To arrive at the overall course grade, the York University Grade Scale will apply (see Grade Scale below). All assignments are expected to be submitted on time. If you expect to have difficulty in completing an assignment on time, please discuss this with the instructor prior to the submission deadline for the respective assignment.

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

Re-grading Policy and Procedure

If, after looking over the written comments of the Course Director, and the marks you have received, you feel that your work deserves re-consideration, you must observe the following procedures:

- Create a typed note containing the following: (i) your name, (ii) your Student Number, (iii) the criteria against which you believe you have been graded incorrectly, and (iv) an explanation of why the course

director has overlooked or misunderstood your exam's merits, or as re-acted too severely to your exam answers' shortcomings.

- Submit your note via email to your professor. Handwritten submissions will not be considered.
- Re-grading will be based only on what you submit in writing.
- Your professor will re-grade the entire written material. Re-grading means that your answers will be re-evaluated, and a new grade may be assigned. This means that it is possible to lose marks as well as to gain marks through re-grading.
- Please do not submit your written request for re-grading to your professor unless you are confident that a grading error has occurred. Re-graded materials will be made available to you as expeditiously as possible and no later than two weeks from receipt of the written request.

Addition Errors

If there is an error in the arithmetic calculation of your mark advise your professor by email immediately. Indicate what you think the total should be. Return this within two weeks of receiving the original grade. Addition errors will not be considered after two weeks.

Citations

In this course the APA (American Psychological Association) Style of citation is required for course assignments. In support of the university's academic integrity policies, it's essential students appropriately reference sources relied upon in written submissions. Additional information on the APA Style can be found at:

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

Course Schedule: Readings and Activities

Required Course Texts

- Howlett Michael, Ramesh M., and Perl, Anthony. 2020. *Studying Public Policy: Principles and Processes*, Fourth Edition, Oxford University Press, ISBN 9780199026142
- Inwood, Gregory, J. 2011 (4th Edition). *Understanding Canadian Public Administration: An Introduction to Theory and Practice*, Edition No. 04, Pearson, ISBN 9780135119976

Optional/Recommended Text

- Baglione, Lisa A. 2012. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*, Second Edition, Saint Joseph's University, ISBN 9781608719914

Course Schedule

Meeting	Topic/Theme	Reading
Session #1 May 21	Course Overview	Lecture and related materials provided by Professor.
PART I – Public Policy		
Session #2 May 23	Studying Public Policy: Why and How	Chapter 1: Howlett et al, <i>Studying Public Policy</i>
Session #3 May 28	Understanding Public Policy: Theoretical Approaches	Chapter 2: Howlett et al, <i>Studying Public Policy</i>

Session #4 June 4	The Policy Context: States and Societies	Chapter 3: Howlett et al, <i>Studying Public Policy</i>
Session #5 June 6	Agenda Setting: Definitions and Problematics	Chapter 4: Howlett et al, <i>Studying Public Policy</i>
June 7, 2024	Submission of Discussion Paper (Via eClass and Turnitin)	
Session #6 June 11	Policy Formulation: Identifying and Assessing Policy Alternatives	Chapter 5: Howlett et al, <i>Studying Public Policy</i>
Session #7 June 13	Decision-Making in Public Policy: Policy Selection and Choice	Chapter 6: Howlett et al, <i>Studying Public Policy</i>
June 18-21	Summer Break	
Session #8 June 25	Policy Implementation: Putting Policies into Effect	Chapter 7: Howlett et al, <i>Studying Public Policy</i>
Session #9 June 27	Policy Evaluation: Policy-Making as Learning	Chapter 8: Howlett et al, <i>Studying Public Policy</i>
Session #10 July 2	Patterns of Policy Change: Between Punctuations and Increments	Chapter 9: Howlett et al, <i>Studying Public Policy</i>
Session #11 July 4	Term Test #1: Part I -Public Policy (During Regularly Scheduled Lecture Session)	
Part II – Public Administration		
Session #12 July 9	Term Overview & Setting the Context What is Public Administration?	Chapter 1: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
Session #13 July 11	Public Administration and Democracy	Chapter 2: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
Session #14 July 16	Theories of Organization	Chapter 3: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
Session #15 July 18	Organization Theory and Canadian Public Administration	Chapter 4: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
July 19	Submission of Research Paper Proposal (Via eClass and Turnitin)	
Session #16 July 23	Public Administration and Institutions: The Real World of Organizations and the Machinery of Government	Chapter 5: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
Session #17 July 25	Public Administration, the Constitution, and Law	Chapter 6: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
Session #18 July 30	Public Administration and Public Policy	Chapter 7: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
Session #19 August 1	Public Administration, Management Reform and Financial Management	Chapter 9: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>

Session #20 August 6	Public Administration and Ethics	Chapter 10: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
Session #21 August 8	Public Administration and Accountability	Chapter 11: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
Session #22 August 13	Test #2: Part II- Public Administration (During Regularly Scheduled Lecture Session)	
August 14 Last Day of SU Classes		
August 23	Submission of Research Paper Paper (Via eClass and Turnitin)	

Writing and Related Resources

For students in the Faculty of Liberal Arts and Professional Studies', the Writing Centre offers individual tutoring and other practical instruction in all aspects of writing. More information at: <http://writing-centre.writ.laps.yorku.ca>

Students for whom English is not the first language can obtain free assistance at the English as a Second Language Open Learning Centre. The web address for the Centre is: <http://eslolc.laps.yorku.ca>

Course Policies

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

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Academic Integrity

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility. Here is how you can demonstrate academic integrity in the completion of this course:

- *Respect the ideas of others:* Your course work should represent your own knowledge and ideas. [You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours.](#) If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).
- *Respect your peers:* [Know when you are allowed to collaborate.](#) Ask your instructor about what group work entails when it comes to the [sharing of work](#). In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- *Respect your course instructor(s):* Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.
- *Respect yourself:* When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [You do not buy or otherwise obtain term papers or](#)

[assignments](#). You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.

- *Take responsibility*: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also constitute offences under the [Criminal Code of Canada](#), which means that you may also be subject to criminal charges.

Generative Artificial Intelligence

Students are not permitted to use generative artificial intelligence (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](#).

Turnitin Application

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

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](#) and [Student Conduct and Responsibilities](#), as well as the [Code of Student Rights & Responsibilities](#).

About eClass

eClass is the learning platform used by York University to allow us to have a personalized learning platform/environment for our course. The free site allows us to access all the materials, such as slide decks, assignments, and videos, as well as a secure site for us to upload student work for assessment.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to Remote Learning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Netiquette for eClass and Online Learning

- Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Student Guide to Remote Learning at York University](#).

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 to Student Records 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.

As always, if you have any questions about the collection or use of your personal information, please contact your instructor or the Privacy Office at info.privacy@yorku.ca.

Using Zoom

While this course is a lecture style, in-class arrangement, students shall note the following in an instance where a distance or remote teaching method is used:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on Zoom Privacy and Security provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your professor know immediately and especially in advance of the first session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Hyflex Course Policy

Even though this course meets in person, it may occasionally involve Hyflex sessions when guest speakers join parts of a class remotely via Zoom.

Hyflex sessions are digitally transmitted and may be recorded to support teaching and learning in the classroom. As a result, York University may collect your image, voice, name, personal views and opinions, and course work under the authority of The York University Act, 1965, and for use in related educational purposes. Students who participate in a Hyflex session are consenting to have their video or image transmitted and/or recorded. If you have concerns with such transmission or recording, sit in the designated seating area which is outside of the camera range. In addition, students who participate orally are consenting to have their voices, personal views and opinions transmitted and/or recorded. If you do not consent to the transmission or recording of your voice, please use the text-based chat function to communicate during class. Students are not permitted to use any third-party software or application to record a transmitted Hyflex session. If you have any questions about the collection or use of your personal information, please contact your instructor or the Privacy Office at info.privacy@yorku.ca.

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.

Add/Drop Deadlines

Last date to add a course without permission of instructor	May 28, 2024
Last date to add a course with permission of instructor	June 11, 2024
Drop deadline: Last date to drop a course without receiving a grade	July 23, 2024
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	July 24 – August 14, 2024

Note: You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree. Additional information is contained within the *Policy and Guidelines on Withdrawing from Course*:

<https://registrar.yorku.ca/enrol/dates/2023-2024/fall-winter>

Attendance Policy and Deferred Course Work

Students are expected to attend all **classes**. Course instructors are under no obligation to re-teach material that has already been taught during a regularly scheduled meeting/session. Students seeking adjustments to scheduled class activities and evaluations by way of medical, religious, compassionate, work-related, military service, and other *bona fide* reasons must give appropriate notice to the course director. Other related information and forms can be found at:

<https://myacademicrecord.students.yorku.ca/academic-petitions>

Ethics Review Process

Students are subject to the York University Senate Policy on Research Involving Human Participants available at: <https://www.yorku.ca/research/research-ethics/>

Those proposing to undertake research involving human participants (e.g., interviewing the head of an organization or the staff of a government agency, board, or commission; conducting a public survey or focus group; having students complete a questionnaire) are required to submit the relevant forms for at least one month before you plan to begin the research. Please note that you must specify for each assignment whether your research will involve human participants. If you are in doubt as to whether this requirement applies to you, please contact your course director immediately.

Student Support and Resources

To help you 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](#).