

Innovation & Creativity

AP/ENTP2920 3.0 – Section X

Winter 2025

Course Information

Course Instructor: Dr Anoosheh
Rostamkalaei

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Office Hours & Location: By
appointment through email

Flexible, coordinate with me via email

Course Time & Days:

Monday: 14:30 am (180 Minutes)

Class Location: Markham 5000

Land Acknowledgment

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territory of many Indigenous Nations. 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](#)).

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Course Overview

Required Course Materials

Required Readings: Students are responsible for downloading copies of readings, which are all open source or free through York University Library. Any readings from [Harvard Business Review](#) are available through the York University libraries, so please check there before making a purchase.

Recommended textbook: the Art of innovation: Lesson in Creativity from IDEO by Tom Kelly and Jonothan Littman (Accessible online from York U library). This book is recommended to read at your own pace.

Video Content: Dr. Andrew Maxwell has generously given us access to a series of v0 ideas on the [Disruption Innovation Hub](#). All videos needed for this course have been uploaded to our eClass site.

Course Description

This course focuses on concepts, theories, and practices in innovation and creativity. Our focus will be on leveraging innovative ideas to solve problems for individuals, markets, and societies more broadly. Students will develop skills in ideation, problem identification, overcoming individual biases, and overcoming team biases that are present in innovation processes. We will use readings, discussions, current events, and experiential exercises along our journey, and we will develop tools and frameworks that support innovative and creative business models that leverage organizational ideas for the benefit of society.

Course Overview & Learning Objectives

This course examines the challenges of innovation and creativity processes in entrepreneurial and other organizations. Our focus will be on formulating high-quality problem statements and potential solutions in the pre-implementation phase. We are unlikely to spend time discussing firm valuations, fundraising, or projected financials, which are important components of business plans. Instead, we will focus on the heavy lifting associated with developing innovative ideas that are at the heart of entrepreneurial ventures. The emphasis is on the iterative processes of divergent and convergent thinking. As such, we adopt both individual and team approaches to formulate creative ideas as we seek to identify and propose solutions to organizational and societal problems. The goal is for this course to provide foundational knowledge in preparation for subsequent courses in the Entrepreneurship and Innovation stream of the Bachelor of Commerce program.

To increase your competence in managing innovation and creativity, we will use several interactive in-class activities. These exercises will allow us to gain hands-on experience with tools and techniques that expand the idea space while also understanding the biases of individuals, teams, and organizations. To maximize learning, all students must be prepared for class by completing assignments ahead of time. Student engagement during class activities is essential for success in this course and an important building block for future career success whether in entrepreneurship or elsewhere.

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

- Identify the difference between novelty, creativity, and innovation including the factors that facilitate and constrain creative and innovative activity at the individual, organizational, market, and societal levels
- Apply the principles of design thinking and other creativity and innovation tools
- Formulate and refine a business model (at the ideation stage) while incorporating the challenges of individual and team factors that impact problem formulation
- Critically assess creative ideas and identify systematic ways to improve the connection between proposed solutions and identified problems
- Work creatively in a team environment and demonstrate leadership, communication skills, peer-to-peer learning, collaboration, and cooperation among other attributes

Course Format and Organization

Mini lectures, discussions, and in-class activities form the basic pedagogy of this course. We will also have in-class individual and group assignments. For all classes, students are expected to have completed the readings before class. Constructive class contributions are an integral part of this course.

Each session is about three hours. Normally, there are assigned readings and short videos for each session. We will spend early portions of class reviewing the content to deepen our knowledge of the subject matter. We will then engage in active learning (both individually and in groups) to apply content knowledge to real-life situations. Each activity will serve a dual purpose—you will deepen your content knowledge and take with you a tool to use in your career to promote creativity and innovation.

Preparing for Class

During class, it will be assumed that you have prepared the readings and studied the videos. You will be called upon to apply the tools and concepts during class discussions. Inadequate preparation will reduce your ability to engage in discussions and activities, likely resulting in weaker evaluation scores for classroom participation.

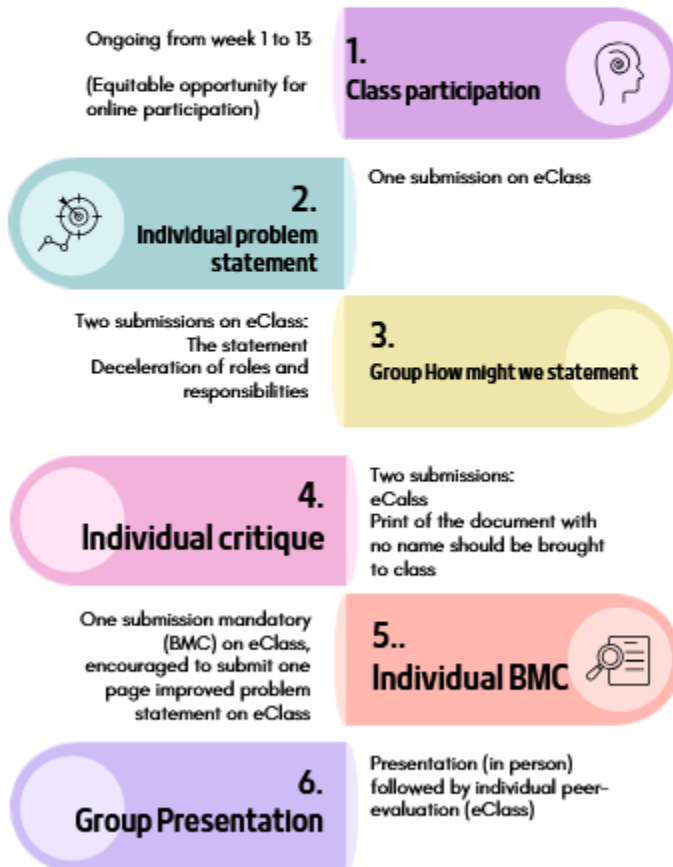
Course Assessment

Assessment	Date	Weight %
Class & Activity Participation	Assessed Weekly	20%
Individual Problem Statement	February 3rd	15%
Group “How Might We” Statement	February 24 th	20%
Individual Critique	March 3 rd	10%
Individual Business Model Canvas	March 10 th	15%
Group Presentation	Sessions 10 or 11	20%
*Bonus group Presentation		
		100%

All components of assessment describe below might be different from what you experience in your other courses. The criteria for evaluating your assessment are intentionally set more relaxed so they do not constraint your creativity. We will discuss examples in the class for further clarification. The assignment might sound confusing to you, so let's have a look at this visual:

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Parts of assessment



Individual Grade Components (60%)

Class & Activity Participation Expectations

Class and activity participation is worth 20% of your final grade and depends upon your engagement in each class. Your class is business meetings. In this course, the focus is on business meetings geared toward developing ideas. Each student's participation will be evaluated after each session based on the quality of contributions and regular engagement in moving discussions and activities forward. Regularly attending class and being punctual will earn participation grades; however, these elements alone are considered below-average participation. Average participation grades are gained by engaging verbally in class discussions and being attentive to classmates during in-class activities. **Above-average participation grades** are earned through repeated involvement in class discussions, taking on leadership roles during class activities, resolving challenges with the subject matter among the class, or advancing the class's knowledge of the subject matter through outside-of-the-box thinking and questioning.

Students who participate in class must deliver a brief note (less than 250 words) about their learning before the end of Friday at 9 a.m. This is different from summarizing the events of the class. Tell me what you felt, learned, or associated your learning with a broader perspective.

To make the participation point equitable to those who cannot attend a class for justified reasons, there are 10 possible opportunities for participation on eClass (beginning from session 2). Students who cannot attend class will email me about their online participation. They are required to finish the week's reading and summarize the findings in 250 words or less. The deadline for the submission of reflection (on eClass) is Friday of each week 9 a.m. If a week does not have a reading (weeks 10 and 11), submissions for those who did not participate in the class are not accepted (you should have listened to presentations). The last week of the class is only through in-class participation as well.

To account for unforeseen situations where students might have to miss sessions for unexpected events, your participation in this component will be based on your best 8 sessions. You will receive 2 interim updates on your participation grade during the term to let you know your progress.

If you are going to miss class or be late for class, you should inform your groupmates and CC me. If you have difficulty participating, please contact me, and we can formulate a joint plan for how to best engage in class discussions.

Individual Problem Statement

The individual problem statement is worth 15% of your final grade. **The problem statement is due on February 3rd**, shortly after the conclusion of the problem definition module. Your task is to develop and refine a problem you or someone from the community you have access to or the organization that you are working in is experiencing. The problem should be a significant one: in your problem statement, you should clearly explain what percentage of the community is being affected by the problem or what the social impacts of the problem are in the long term. You are expected to be specific in understanding the problem you identify; therefore, it is highly recommended that you scale down your chosen problem. For example, if you don't find time to eat breakfast, it is not a good problem as it only involves you. However, if you can objectively show that the children in your local area do not have access to health breakfast options, that would constitute a significant problem and narrowed down enough.

Your grade will be determined using the following components: (1) your depth in understanding the background of the problem and the degree to which you can identify the problem at a local level (40%), (2) your ability to refine your problem into root causes without proposing a solution (40%), (3) your ability to articulate your thoughts with clear grammar and presentation (10%), and (4) your creative use of technologies or personal experiences to support your statement (10%).

Please remember that the criteria for this assignment are set loose, so they do not constrain your creativity. It is very difficult to write a concise problem statement. I will discuss some examples in class, but the earlier you start, the more chance you have to narrow it down or scale it up (although my observations show most students have problems with narrowing the problem down.)

Statements must fit on 1-page, using 12-point font and 1" margins—no exceptions. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your problem statements after the due date will result in a 10% grade penalty for each day the assignment is late (i.e. problem statements that are two days late will be penalized 20%). Assignments are to be submitted to eClass.

Individual Critique

The individual critique is a platform for you to officially participate in providing feedback on your classmate's work. I will assign a group "how might we statement" to you individually and anonymously. Your job is to write insights about "how might we problem, and solutions". The critique and insights should provide constructive

feedback to improve the work of the other group. While it is expected to point to the strength of their work, you must see potential shortcomings and setbacks.

The submission for this assignment has two parts. You will upload a version of the critique on eClass for my grading and will bring a copy (without any name on it) to the class and leave the physical copy on my table before sitting. I will redistribute the critics to the groups along with my feedback and we will work on it in the class.

Your grade will be determined using the following components: (1) your depth in understanding the wider system in which the problem is situated and the solutions are presented (20%), (2) your ability to refine your how might we statement (30%), (3) Your ability to suggest and improve Business Model in which the solution should be incorporated (30%), (4) your suggestions for enhancing creativity in proposed solution(10%), and 5) your ability to articulate your thoughts with clear grammar and presentation (10%).

The deadline for submitting on eClass is March 3rd (before the class) and you bring the physical copy to the class on March 3rd. If you cannot attend the class, you may ask a classmate to bring your copy. Critics must fit on 1-page, using 12-point font and 1" margins—no exceptions. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your problem statements after the due date will result in a 10% grade penalty for each day the assignment is late (i.e. problem statements that are two days late will be penalized 20%).

Individual Business Model

The individual business model is worth 15% of your final grade and is due **on March 10th**, after covering the business model canvas and barriers to innovation. You will be tasked with completing a business model canvas (The Canvas is one page) based on your chosen individual problem statement. You are permitted to modify your problem statement based on the feedback you received (You can resubmit your problem statement if it helps me to understand the business model canvas, but I will not regrade the statement). I strongly advise you to write a short note explaining the problem and what you are trying to achieve with the solution (maximum one page), although this part is not for grading. The objective of this assignment is to address your problem with a **viable and innovative solution rooted in a business model**. You are the entrepreneur who is proposing the business model canvas. You are in charge of driving the change. Do not assume a role for someone else to undertake the business for you.

Your grade will be determined using the following components: (1) a clear value proposition that offers an innovative solution to a clear problem for a specific group of people/customers (40%), (2) an ability to logically link partners, activities, resources, relationships, and channels (40%), (3) an ability to recognize major costs and revenues for your organization (10%), (4) and your ability to articulate your thoughts with clear grammar and presentation (10%).

Handing in your business models after the due date will result in a 10% grade penalty for each day that the assignment is late (i.e. business models that are two days late will be penalized 20%). Assignments are to be submitted on eClass.

Group Grade Components (40%)

This course puts great emphasis on group work as an essential component in the contemporary business world. The group grading components are worth 40% of your final grade. Students are expected to form a group of approximately **4-5 members**, depending on the class size- This is to be confirmed with me after registration is finalized. Individuals may self-select their groups, with names of group members to be submitted to eClass no later **than January 20th (3rd class)**. Students who have not found a group by that point will be assigned to one. Once groups have been formed, switching group members will not be permitted (so choose wisely!). Please be advised that each group member is responsible for the overall group's performance and dynamics. I will not adjudicate group-related issues. You have several occasions to get to work with your classmates and see how you can get along with them.

Group "How Might We" Statement (20%)

This assignment has two parts: How might we statement and roles and responsibilities.

Group "How Might We" statements will be based on developing innovative ideas to sufficiently scaled problems rooted in a [UN Sustainable Development Goal](#). Groups may choose the sustainable development goal of their choice on eClass by **January 20th (3rd class)**. Only 1 sustainable development goal will be assigned to a single group, so act quickly. You will not be permitted to change your selection after **January 20th**. Your Group "How Might We" statement is **February 24th**, at the conclusion of the Idea Generation module and reading week. A "how might we" statement considers 2 leading proposals that may help you solve your problem.

You are expected to be specific in understanding the problem you identify; therefore, it is highly recommended to scale down your chosen UN SDG to a local area (on the York campus or in the Greater Toronto Area). The objective of this assignment is to expand your creative thinking.

Your grade will be determined using the following components: (1) clearly articulating your problem while specifically identifying root causes (10%), (2) clearly articulating how might be statement (15%) (3) identifying resources at your disposal and linking resources to 2 ideas to your how might we statement (25%), (3) demonstrating creativity in your leading ideas (30%), (4) articulating your thoughts with clear grammar and presentation (10%), and (5) using technologies or personal experiences creatively to support your statement (10%).

The report must fit on 1-page, using 12-point font and 1” margins—no exceptions. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your statements after the due date will result in a 10% grade penalty for each day that the assignment is late (i.e. assignments that are two days late will be penalized 20%). Assignments are to be submitted on eClass.

You are responsible for uploading one submission per group for declaration of roles and responsibilities. In a word document, you write down the name of your group mates and assume a responsibility for them in a hypothetical enterprise. For example, finance manager, public relation manager. You may take more than one role but everyone in the group should have a role that they think agrees with their personality. I will not grade this document, however, failure to submit one along with you how might we statement will result in 10% penalty. There is not required format.

Group Presentation (20%)

Sessions 10 and 11 are designated for group presentations. The purpose of the group presentation is to help students develop their oral communication and presentation skills when articulating ideas. Presentations are expected to be **no longer than 15 minutes** (you will be cut off at the 15-minute mark). There is no required format for the presentations. Clarity and creativity are crucial. This is a creativity class!

Since your presentation is based on your chosen sustainable development goal (and associated virtual environment) from session 3, you will be expected to build on your group's “how might we” statement and develop a refined proposal that addresses your problem. Although submission of Business Model Canvas is not required, you are encouraged to develop one and bring it to class each week if you have any questions or want to have a second opinion.

Your grade will be determined using the following components: (1) convincingly articulating your problem as one that needs to be solved (20%), (2) articulating your proposed solution to the problem and how it solves the problem (30%), (3) convincing

the audience that your solution is feasible given your resources and constraints (20%), and (4) presenting with clarity and creativity to captivate your audience (20%).

Use of Creative Tools

Each group will be trained on the use of virtual reality headsets and will have a headset reserved through the Media Creation Lab at the Scott Library. Headsets can be checked out for 1 week where each group will be *guided* with pre-selected virtual environments to explore; however, you are permitted to go beyond the guidance. One group member will be responsible for checking out a headset under the library's terms. Collectively, your team is expected to share the headset and explore the virtual environment.

Virtual environments are meant to add inspiration to expand upon the possible ways in which a specific problem can be solved. The goal is not to identify a single solution but many possible solutions.

*Bonus: Groups that can incorporate the use of creative tools in each step of the group assignment (one or two) will be rewarded a maximum of 5 points for their group work (Not the use of MML as that would be reflected in the quality of the assignment). This can be using creative tools to scan the environment or develop a virtual prototype or storyline. If you have questions about how you can show your use of creative tools in your work, please talk to me. The reward is at my discretion.

Teamwork

Empirical evidence shows that a high level of group performance requires effective teamwork and input from individual group members. However, experience tells us that groups are subject to 'free riders.' Accordingly, your individual grade for this component will be partly based on peer evaluation. Individuals with average peer evaluations that are one standard deviation above the group's average peer evaluation will receive 3 additional grade points to the group grade I assign. In contrast, individuals with average peer evaluations that fall one standard deviation below the group's average peer evaluation will receive a score that is 3 points lower than the group grade.

Each individual will complete an evaluation form, available on eClass, to provide evaluations of other group members. The evaluation will be based on five criteria:

1. Teamwork: Draws out the best from others
2. Initiative and dependability: Fulfills responsibilities on time
3. Quality of output: Oral and written components were of high quality
4. Contribution to knowledge and learning: Effectively understood, utilized, and demonstrated knowledge of course materials

5. Professionalism: Attended meetings on time, responded to emails/messages promptly, and respected other group members

Since peer evaluation significantly contributes to your individual grade, you should take it seriously. You are required to submit your evaluation **1 day after your group presentation** (by midnight). It is important to submit your evaluation on time as individual grades will be calculated two days after your presentation. Late submissions are not permitted. You will receive a 3-point penalty if you fail to submit your evaluation on time.

Guidance for the Presenting Groups

Your presentation can be as creative as you wish, but should cover the following areas:

1. Problem Definition
2. Idea Selection
3. Feasibility

Guidance for the Audience

To be a good audience, you need to listen to the presentation closely to understand the context. By doing so, you will find that you can learn a great deal from the presenting groups. You will be invited to ask any questions you may have during the question-and-answer portion (10 minutes after the group presentation). Your participation will be graded based on your involvement in the question-and-answer period and your ability to offer constructive feedback in online forums if you don't get a chance to ask questions in class.

Use of Large Language Models (i.e. ChatGPT):

When you submit a document (not in class activities and blogging that are done directly on eClass), you are permitted and encouraged to use Large Language Models (e.g., ChatGPT). If you choose to use a large language model, you are also required to submit an appendix of no more than 10 pages which should include (1) your chosen large language model and (2) screenshots of your prompts and responses received from your large language model. Do not simply copy and paste the text. You will be expected to creatively extend responses produced by the large-language model. If you use Large Language Models in part to complete these assignments but fail to acknowledge them, it can be evidence of academic fraud, depending on the content that is used. If you use it, acknowledge it.

Course Schedule: Weekly Readings and Activities

Session Dates	Session Topic	Readings & Preparation
Session 1 January 6 th	Introduction <i>Course Expectations</i> <i>What is Creativity?</i> <i>What is Innovation?</i> <i>Why are these important?</i>	Reading: Creativity & Innovation in Organizations Video: What is Creativity? How is Creativity Linked to Innovation? Activity: <ul style="list-style-type: none"> Opening challenge!
Session 2 January 13 th	Module 1:1 Problem Exploration <i>What's the Problem?</i> <i>The Design Thinking Approach</i>	Reading: Harnessing Deliberate Creativity(1) Harnessing Deliberate Creativity(2) Harnessing Deliberate Creativity(3) Design thinking: an effective tool for innovation (YU library) Video: How to Innovate: Intro to the Creative Problem-Solving Process Activities: Backpack Design
Session 3 January 20 th	Technology in Practice Workshop (TIP) Media Creation Lab will support the assignment with a session outlining the use of virtual reality, exploration spaces and ideas, and application of problem scoping and problem definition. Activities: <ul style="list-style-type: none"> Presentation from Media Creation Lab Creative Arts 	

<p>Session 4 January 27th</p>	<p>Module 1:2 Problem Refinement <i>How do you refine a problem to something more specific?</i></p> <p><i>Business Model and Canvas</i></p>	<p>Reading: The Most Underrated Skill in Management (YU Library)</p> <p>Video: Frameworks to Identify the Problem How to Develop Initial Problems How to Validate a Problem Statement Business model Canvas</p> <p>Activities:</p> <ul style="list-style-type: none"> • Team developed 5 whys exercises • Team developed statement-restatement
<p>Session 5 February 3rd</p>	<p>Module 2:1 “How Might We” Exploration <i>The role of expertise and cognition in ideation</i></p> <p><i>Business Model Environment</i></p>	<p>Reading: To Innovate Better, Find Divergent Thinkers (YU Library) How to Kill Creativity (YU Library)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Creating a Future through SDG <p>Deadline alert!</p>
<p>Session 6 February 10th</p>	<p>Module 2:2 Innovation Refinement <i>What are you solving for?</i></p> <p><i>Theories of Innovation (Radical, Architectural, and Disruptive)</i></p>	<p>Reading: What is Disruptive Innovation? (HBR, open access to York U communities)</p> <p>Video: What are the Different Types of Innovation</p> <p>Activities:</p> <ul style="list-style-type: none"> • Brainstorming solutions to a predefined problem and applying a weighted matrix to select leading ideas (promotes independent criteria development to choose ideas)

<p>Session 7 February 24th</p>	<p>Module 3:1 Problem Embodiment <i>How do we know if we're solving a problem?</i></p> <p><i>Bricolage, and Effectuation in Innovation</i></p>	<p>Reading: Questions worth asking for futures worth making: an effectual approach (YU library)</p> <p>Video: How to Develop Solutions</p> <p>Activities:</p> <ul style="list-style-type: none"> • Chopped <p>Deadline Alert!</p>
<p>Session 8 March 3rd</p>	<p>Module 3:2 Constraints in Innovation <i>Refining & understanding resource and institutional barriers</i> <i>Diffusion of Innovation</i></p>	<p>Reading: Power Play (YU Library)</p> <p>Video: How to Overcome Barriers to Adoption How to Determine Desirability, Feasibility & Viability</p> <p>Activities:</p> <ul style="list-style-type: none"> • Power mapping <p>Deadline Alert!</p>
<p>Session 9 March 10th</p>	<p>Module 3:3 Proposal Matching <i>What is a good creative idea?</i></p> <p><i>Solutions chasing problems</i></p>	<p>Reading: Ideas as Art (YU Library) The Adjacent Possible (YU Library)</p> <p>Video: How to Solve Problems Creatively First Pitch The secret structure of great talk</p> <p>Activities:</p> <ul style="list-style-type: none"> • Pitching with 4H <p>Deadline Alert!</p>

Session 10 March 17th	<i>Introduction to system thinking</i> <i>Project Consultation</i>	Since the class size is small, I replaced the additional presentation day with an introduction to system thinking.
Session 11 March 24th	<i>Presentations</i>	In-Person & Online Feedback Deadline Alert!
Session 12 March 31st	Creativity and Innovation in Practice <i>Bringing it all together</i>	Only in-person feedback will be considered for class participation.

Campus Entrepreneurial Resources @ YSpace

The York University campus has several resources available to you that can complement your experience in this course. [YSpace](#) is York University's pan-university entrepreneurship and innovation hub, supporting startups and entrepreneurs from a variety of sectors and communities. Our programming includes scaling innovative technologies through customer and investor capital to scaling agri-food businesses into mass retail to diversity-focused initiatives like [ELLA](#) powered by Desjardins for women-led businesses and [Black Entrepreneurship Alliance](#) (BEA) for Black-led businesses. Additionally, the [Start-Up Visa](#) program builds a robust ecosystem, drives positive change, and empowers entrepreneurs to shape the future. The two programs that may be of particular interest are [ELLA Express](#) and [Founder Fundamentals](#). The YSpace team will visit us near the end of the term (see schedule below), but you are welcome to learn more about any of these programs to develop your own independent knowledge.

Using Zoom and Computing Resources (if necessary)

Students shall note the following:

- 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.
- 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.

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 eLearning 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.

Course Policies

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

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

Please also review the following course policies:

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](#).

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 for 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.

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 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](#).