

ORGANIZATION AND ADMINISTRATIVE THEORY
AP/ADMS 4010-Summer 2026

Course Instructor	Dr. Amanda Peticca-Harris
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Office Hours & Location	Online, appointment by email
Delivery Format	Blended: Synchronous online sessions Monday & Thursday 8:30-11:30 AM except for in-person delivery July 9, 16, 23, 27, 30

Course Description

Examines in depth the development of administrative thought and organizational theories. Current organizational theories will be related to contemporary administrative society. Prerequisites: 1) For students in an Honours program, 78 credits including AP/ADMS 2400 3.00, or 2) for other students, a grade of C+ or better in AP/ADMS 2400 3.00.

Course Overview

The course examines in depth the development of administrative thought and contemporary organizational theory. This class takes a high-level view of organizations while also speaking to the influence of individuals within organizations. We consider how organizations are designed and managed to align individual and team effort to organizational goals. We will explore related topics such as strategy, organizational structure, processes, capabilities, rewards, agility, leadership, and change. The relationships between organizations and the environment will also be addressed. The concepts and theories discussed in the course are intended to strengthen your ability to analyze organizational dynamics and understand how organization design shapes those dynamics. Cases will be used to apply theory within the context of simulated decision-making scenarios.

Learning Objectives

- To understand organization theory and its utility in managing modern organizations
- To learn a range of administrative techniques for directing an organization
- To understand the relationships between organizational structures, processes, environment, and organizational lifecycles
- To experience working in teams to identify organizational problems and develop sound solutions and practice 'organizing' by engaging in group activities
- To improve the ability of analyzing and discussing business cases by drawing on relevant theoretical frameworks and concepts

Required Course Readings:

- **Textbook:** Daft, R. L. & Armstrong, A. (2022), *Organization Theory & Design (4th Canadian Edition)*. Toronto: Cengage.
 - Day1Digital (via eClass): \$79
 - Print (via bookstore): \$180.95+tax
- Library access: Available through York University Libraries (subject to availability)
- **Case studies** (see the course schedule) should be purchased at [Ivey Publishing](#)

- The five required cases (four in-class cases plus the final case analysis case) will cost approximately \$50 +tax.

Assignments, Evaluation & Due Dates

Journals (best 8/10 x 2.5%)	20%	ONGOING except session 1 & 12
Midterm	25%	July 13
Group Chapter Assignments (Chapter 15% & Activity (10%))	25%	ONGOING, as assigned
Group Case Analysis Presentation & Executive Brief	20%	July 30
Participation	10%	ONGOING

Approach

A complete week by week schedule of required readings and assignment due dates is provided on page 7 of this outline and is also posted on the eClass site. This course is highly interactive and includes both individual and group activities that we will complete during class time, both in person and “remotely” (synchronously), i.e. on Zoom during the scheduled class time. You should plan to attend all class meetings, both on campus and remotely. The eClass site for the course is organized by week, and course materials (i.e. PowerPoint slides, readings) and assignments are posted there for each class.

The course focuses on understanding how organizational theories help explain contemporary organizational structures, processes, challenges, and change. Throughout the course, we will examine how organizations respond to changing environments, manage relationships and processes, navigate power and politics, foster innovation and change, and align structures and cultures with organizational goals. Classes will combine discussion of assigned readings with opportunities to apply concepts through activities and case analysis.

Before Classes:

Read the assigned material for each class and reflect on how the main concepts from the chapter or reading help you better understand workplaces, public institutions, startups, nonprofits, platforms, or organizations represented in current events and popular culture. Submit a journal entry BEFORE class (see assignments below for details). Required readings primarily consist of textbook chapters and selected supplementary readings. Additional optional materials (e.g., articles, podcasts, videos, news stories) may also be posted on eClass to help connect organizational theory concepts to contemporary organizational issues and examples. These materials are not required but may support class discussion and journal development.

In Class/Groups:

Plan to attend all classes. Groups of 5-7 will be formed during the first class. These groups are intended to provide a collaborative environment for discussing organizational concepts and applying course theories to real organizational contexts. Many classes will include group discussions and activities. In addition, each group will have responsibilities in two separate classes: one group will lead a chapter overview designed to help the class understand and synthesize key concepts from the assigned material, while

another group will facilitate a transfer activity that applies course concepts to a contemporary organization, organizational challenge, or real-world scenario. These activities are intended to help students strengthen their ability to connect organizational theory to practice and to develop skills in analysis, facilitation, and discussion leadership.

Participation (In class & Remote – 10%)

Participation is a crucial component of the course. While we all experience gender, a key aspect of this course is in developing an appreciation for the differing ways in which we do so. An important learning objective of the course is to make connections between theories and research related to gender and our own experiences, and those of others. The purpose of class participation is for members of the class to gain and deepen their understanding of the key concepts from readings for that class, to contribute to the learning of others in the class by sharing your own understandings and experiences, as well as to critically engage with the ideas, assessing how well they help you to understand and manage in the world.

Class participation is evaluated for both quality and quantity each class excluding class 1 and 12, for a total of 10 classes. **It is your responsibility to make sure you can be identified so your participation can be graded: have a visible name tag that can be read by the instructor and/or your picture on eClass.**

Participation requires attendance so attendance will be formally taken using eClass. Attendance, however, is not participation. To earn participation grades, you must be actively contributing in class, listening to the discussion and adding your own thoughts both in the larger group as well as in “breakout sessions” when you will discuss material with your own group (peer feedback from group activities below will be considered part of the individual participation grade for each class).

Good quality participation demonstrates an understanding of and meaningful engagement with the course material and how it can inform our interpretations of everyday life (both personal and professional) as well as larger social events. Good quality participation also fosters an atmosphere that demonstrates respect for others. Given the sensitive nature of discussions, we will spend some time early in the course developing some principles for creating safe spaces for conversation and all participants are asked to respect these in and out of class. **If you are unable to attend a particular class, you should provide the instructor with your reason by email before that class.**

Reflective Journals (20%) – ONGOING

Reflective journals must be handed in on eClass **BEFORE** each class (except 1, 12). The submission window for each week’s journal opens a week before class and closes when that class starts. No journals are accepted after the beginning of class and no makeups or extensions are possible. Your grade will be based on the best 8/10 submissions. This provides **built-in** accommodations for missed activities/assignments are provided. Therefore, any further accommodations based on the [Policy on Academic Consideration for Missed Course Work](#) will **not** be provided.

For each journal entry, respond to the prompt for using the ideas in ***readings required for that week*** to reflect on **your own experiences**, either personal or at work. Journals that generally discuss gender

and diversity issues and use of generic or AI generated examples will receive 0- 1.25/2.5. To receive a full 2.5/2.5 you must ensure that you:

- respond to the prompt for the week
- directly reference one or more key ideas from one of the **required** readings for that week
- provide a specific and unique example of how the ideas from the reading relate to your own or other people's everyday experiences.

You should proof-read your entries to make sure they are clearly written and organized. Each entry should be between **250-350 words** and provide a reference if any non-course material is used. All journal entries should reflect your own thoughts and experiences; the instructor reserves right to submit any posts to Turnitin to confirm for originality and any plagiarism will be dealt with according to Senate guidelines for academic integrity. Feedback on journals will be provided on the first journal you submit, after the midpoint of the course and at the end of the course.

Group Chapter Assignments (25%):

The Group Chapter Assignments consist of two components, which are detailed below: **Chapter Overview Presentation (15%)**: Groups will provide the class with an overview of one of the assigned textbook chapters, highlighting key concepts, frameworks, and theoretical contributions and **Chapter Activity Facilitation (10%)**: Groups will design and lead an interactive activity that helps students apply and better understand how key ideas from the chapter operate in organizational and real-world contexts.

Before Class 2, groups will submit a list of their members, including pictures (if possible), along with their preferences for one chapter from the first part of the course (Classes 3–6) and one chapter from the second part of the course (Classes 7–11). Every effort will be made to accommodate group preferences where possible while also ensuring a balanced distribution of chapters and activities across groups. After Class 2, a schedule of chapter assignments and group responsibilities (overview or activity) will be posted. **Presentations begin in Class 3.**

Group Overview Presentation (15%)

The goal of this assignment is for each team to become subject matter experts on the assigned chapter and to help inform the class about the chapter's key ideas, concepts, and contributions to organizational theory. In addition to delivering a group lecture on the topic, the presenting group must identify and outline **THREE** key points, concepts, or takeaways from the assigned chapter. Groups should also make connections to previous course material and highlight what **NEW** ideas, perspectives, or theoretical contributions the chapter adds to topics already covered in the course.

- The presentation should encourage class discussion and critical engagement with the material. Following the presentation, other students and the instructor may ask questions and discuss the topic further. The instructor will then provide a short summary/recap and highlight important points that may not have been addressed by the group. Other students are expected to take notes to support their own learning experience.
- Each team will have up to **30 minutes to present**, including interaction with the class (approximately 20 minutes for the presentation and 10 minutes for discussion and Q&A). All

members of the team must actively participate in preparing the presentation materials (e.g., slides, handouts, exercises, activities) as well as in the delivery of the seminar. Asking important and challenging questions during the presentation is encouraged as a way to engage the audience and stimulate discussion around the chapter material.

Group Chapter Activity (10%)

Each group will develop and facilitate an interactive activity designed to help students apply and better understand the main ideas from the assigned chapter in organizational and real-world contexts. The goal is to move beyond summarizing the reading and instead encourage active engagement with organizational theory concepts through application, discussion, analysis, or reflection.

- Activities will normally occur during scheduled class time; however, groups with a creative alternative format should discuss it with the instructor at least 10 days before their assigned class. All activities must include: 1) Some form of curated /produced material connected to the chapter concepts; and 2) Active student engagement and participation.
- Materials may be created by the group (e.g., role plays, simulations, debates, scenarios, mini-consulting exercises) or drawn from external sources (e.g., films, YouTube clips, news articles, podcasts, social media content, or case examples). Activities should help students critically apply organizational theory concepts rather than simply test recall of the readings. As such, activities should not primarily consist of quizzes, trivia games, Kahoots, or other formats focused mainly on factual recall.
- Activities must not exceed 30 minutes. Groups are strongly encouraged to consult with the instructor about their planned activity at least one week in advance. Time management is important, and groups that significantly exceed the allotted time may have their grade reduced by one grade step (e.g., B+ to B).

Groups providing a chapter overview should NOT include an activity, and groups responsible for the activity should NOT provide an overview of the reading. Both the chapter overview presentations and the activity sessions are limited to a maximum of 30 minutes. Time management is important, and groups that exceed the allotted time may have their final mark reduced by one grade step (e.g., a B+ would become a B).

The group assignments will be evaluated based on the group's understanding and application of course material, as well as the effectiveness of the presentation and communication of ideas (e.g., organization, clarity, preparation, engagement, and time management). For the overview assignment, grading will also consider how effectively the group connects the chapter to broader course themes and identifies the new theoretical insights or perspectives it contributes.

At the midpoint and end of the course, students will complete peer feedback evaluating both their own contributions and those of their group members. Based on this feedback, individual grades for group work may be adjusted upward or downward, including the possibility of a grade of zero for students who do not contribute meaningfully to the group's work. If all group members evaluate one another equally, all members will receive the same grade.

Midterm (25%) – July 13:

The midterm exam will take place online during regular scheduled class time and will assess students' understanding of key organizational theory concepts, frameworks, and perspectives covered in Chapters 1–6 and 8 of the textbook, as well as their ability to apply these ideas to organizational and workplace contexts.

While the specific content of case studies and in-class activities will not be directly tested, the discussions, applications, and exercises completed throughout the course are intended to help students develop the analytical and critical thinking skills needed to succeed on the exam. The exam may include a combination of multiple-choice, matching, true/false, short answer, and scenario-based application questions. Students should be prepared to explain concepts, compare theoretical perspectives, and apply organizational theory ideas to practical organizational examples. Further details regarding the format and scope of the exam will be provided in class.

- Students who were **unable to write the Midterm Examination** on its original date for other reasons (e.g., illness) may request approval to write a make-up Midterm Exam. Requests for consideration must be submitted via email to the Course Director **immediately** (and no later than seven (7) days from the date of the Midterm Exam). Requests must include a statement indicating the reason for the request, providing relevant documentation to support this request. Please do not include picture attachments, only pdf. *An **Attending Physician's Statement (APS)** is required for unforeseen medical circumstances (a doctor's note or other medical documentation are not accepted).*
- Approval to write a makeup is at the discretion of the course director or relevant office, and will include prerequisite check. If you are approved to write, you will be sent details regarding time of your makeup. In all cases it is the student's responsibility to proactively address the matter with the Course Director and to inquire about the results of their request. Students whose requests are **not approved**, or those who did not submit a request within the required timeline, will receive a grade of **zero** on the Midterm.
- A maximum of one (1) opportunity for a makeup exam would be provided for students that missed the midterm exam for any reason. Students who do not write either the regular or makeup midterm exam as scheduled will receive a grade of zero (0) on this component.

Final Group Case Analysis Presentation & Executive Brief (20%)

This major group project is designed to provide students with an opportunity to apply organizational theory concepts, frameworks, and analytical tools to a real-world organizational case. By Session 4, groups will select a case from a list of instructor-provided cases and will analyze the organization to demonstrate their ability to connect course theories to organizational challenges, structures, environments, and strategic issues. Groups will present their case analyses in class on **July 30**. Presentations should clearly demonstrate the group's ability to apply course concepts in a thoughtful, analytical, and evidence-based manner.

In completing the project, students may need to go beyond the case materials and gather additional information from credible external sources such as organizational websites, news articles, annual reports, industry reports, or other relevant materials. Students are expected to:

- Analyze the organization’s current structure, culture, environment, and organizational challenges.
- Apply relevant organizational theory concepts and frameworks from the course to interpret the case.
- Evaluate how organizational structures, processes, or strategies align (or fail to align) with the organization’s environment and objectives.
- Provide thoughtful recommendations for the organization’s future direction or organizational improvement.

In addition to the presentation, each group must also submit a concise **Executive Brief** summarizing their analysis and recommendations. The Executive Brief should be written in a professional and organized format and should not exceed 5 pages (excluding cover page and references). The report should use 1.5 spacing, 12-point Times New Roman font, and include a cover page listing the case name and the names of all group members. The Executive Brief must be submitted through eClass by **July 30 at 11:59 pm**. Further grading criteria and evaluation guidelines will be provided in class.

Course Overview

Session	Date	FORMAT	Topic	Readings	In-Class Activities / Assignments Due
1	22-Jun	ZOOM	Course Introduction and Overview (Organizations and Organization Theory)	Chapters 1+2	Introduce Yourself / Form Groups & Pick Chapters.
2	25-Jun	ZOOM	The External Environment, Strategy, Organizational Design and Effectiveness	Chapter 3 + Case: Organizational Design at iQmetrix: The Holacracy Decision (Ivey, # 9B17C045)	Journal Due
3	29-Jun	ZOOM	Fundamentals of Organizational Structure	Chapter 4	Journal Due - Chapter Presentations begin
4	2-Jul	ZOOM	Designing Organizations for Social and Environmental Purpose	Chapter 5	Journal Due / Final Project Cases Selected
5	6-Jul	ZOOM	Interorganizational Relationships	Chapter 6 + Case: LOGINEXT: An Indian Start-up scales challenges in the GCC Region (Ivey, # ISB202)	Journal Due
6	9-Jul	IN-PERSON	Organizational Size, Life Cycle, and Decline	Chapter 8	Journal Due
7	13-Jul	ZOOM	Midterm Exam (Chapters 1–6 & 8)	n/a	Midterm Exam (25%)
8	16-Jul	IN-PERSON	Organizational Culture and Ethics	Chapter 9 + Case: Leading Change: How Alaska Airlines Took Over an Industry Darling (Ivey, # UVABC0268)	Journal Due
9	20-Jul	ZOOM	Manufacturing and Service Technologies and Digitization	Chapter 10	Journal Due, Peer Feedback 1
10	23-Jul	IN-PERSON	Innovation and Change	Chapter 11 + Case: Mobileye 2021: Robotaxi and/or Consumer AV? (Ivey, # 721481)	Journal Due
11	27-Jul	IN-PERSON	Conflict, Power, and Politics	Chapter 12	Journal Due
12	30-Jul	IN-PERSON	Final Group Presentations	n/a	Final Presentations / Executive Brief Due by 11:59 pm/ Peer Feedback 2

Course Policies & Relevant University Regulations

Intellectual property notice

All materials prepared for ADMS 3120 at York University are the intellectual property of the course instructors unless otherwise stated. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, quizzes, tests and final exams.

Course materials should only be used by students enrolled in this course. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. 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. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty. In addition, you may face legal consequences for any violation of copyright law.

Accessibility

While all students 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. For more information about this policy, please refer to these guidelines and procedures: [Academic Accommodation for Students with Disabilities](#).

The university encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.

Policies related to Zoom meetings

Your course may involve the use of Zoom. Zoom is an online videoconferencing software that can be used to host lectures, tutorials or virtual office hours in real time.

Please note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g., video, audio and text chat) has been restricted to only pass through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting.

Privacy

At the moment, the name you use with Zoom and metadata about how you use the application will be stored on servers outside of Canada. If you have privacy concerns, you can disable both audio and video. You can also provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your instructor or TA know immediately.

You can rename yourself in 4 easy steps.

1. After entering the Zoom meeting, click on the Participants icon at the bottom.
2. Find your name in the Participants list on the right side of the Zoom window.
3. Hover over your name and click the Rename button.
4. Enter the name that you would like to use in the Zoom meeting and click OK.

Please note that lectures and/or tutorial sessions may be recorded so that they can be made available to students who are not able to attend class. Zoom is configured in such a way that all participants will be automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. If you do not wish to be seen or heard during a recorded session, please keep your camera and/or microphone turned off.

Participation

Your course instructor may enable you to ask questions through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated. You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the Participants icon at the bottom of the window. Once the Participants sidebar is opened, you will see the option to Raise Hand. By clicking on Raise Hand, a blue hand will be raised. Please click on the Raise Hand button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor and/or TA will reserve the right to remove anyone who does not behave accordingly.

Student conduct

Students, course instructors and staff 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. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any disruptive and/or harassing behaviour will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the student guide to e-learning. If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Academic integrity

Academic Honesty/Integrity: Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable on-campus resources that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the Senate Policy on Academic Conduct.

Please familiarize yourself with the meaning of academic integrity at York. You can learn more about upholding academic integrity in your courses by exploring Guiding Principles for LA&PS and Academic Integrity for Students

How can you demonstrate academic integrity in the completion of your 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.
- **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. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what the instructors are asking of you in class, in assignments, and in 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.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. 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.

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 that disrupt normal academic operations, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations as soon as reasonably possible. For additional information, please consult the [York University Grading Scheme and Feedback Policy](#).

Tests and Exams – the 20% Rule

For all undergraduate courses, except those that regularly meet on Friday evenings or on weekends, tests or examinations worth more than 20% of the final grade will not be held during the two weeks prior to the beginning of the official examination period. For additional information, please consult the [York University 20% Rule Policy](#).

Concerns with Marking

If you have any concern with the marking of your work, contact your course director in class or through email to have your concern addressed. Note, as there is a certain amount of judgment in marking, the entire exam or assignment may be re-marked, and the overall mark could go up, stay the same, or fall.

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. Reappraisal requests must be submitted through the [School of Administrative Studies Main Office](#)

Accommodation Procedures

LA&PS students who experience a serious illness or other unforeseen circumstances that prevent them from attending the final examination in an ADMS course should not attempt to do so and should instead pursue deferred standing. Students from other Faculties should contact their home Faculty regarding their procedures for missed final examinations. For further information, please consult the [York University Academic Support and Accommodations Resources](#).

Religious Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit the [Religious Observance Accommodation Resource](#).

Accessibility: Academic Accommodations for Students with Disability

Accommodation and support for students with learning, mental health, physical, sensory, or medical disabilities is guided by the principles laid out in [York's Policy on Academic Accommodation for Students with Disabilities](#).

Students who seek such accommodation for their academic studies must be registered with [Student Accessibility Services](#). This office arranges for academic accommodations and provides support to students with documented disabilities on the Keele Campus. Registered students will receive a Letter of Accommodation (LOA), outlining the recommended accommodation that would be appropriate.

Once registered with Student Accessibility Services, **students are responsible to release their LOA to the course director (professor/instructor) at the start of the term or as soon as it becomes available.** Please note that sufficient notice is needed so that reasonable steps for accommodation can be made. Accommodations provided shall be consistent with the guidelines established in York's policy, preserving the academic integrity of the curriculum and the academic standards of courses and programs.

If the accommodation is provided through the [Alternative Exam Office](#), please follow the timeline and procedures of that office in a timely fashion. Most quiz/test/exam support requires that the student book a minimum of 3 weeks in advance.

Common course policies for ADMS/DEMS courses on the School's website:

[ADMS/DEMS Common Course Policies](#)