

Disaster Risk Management

ADMS/DEMS 3701 – 3 CREDIT HOURS
WINTER 2026

Course Information

Course Instructor: Rebecca Hanson
E-mail: rebhan@yorku.ca
Office Hours & Location:
Telephone/Zoom by appointment

Course Time & Days: Wednesdays,
11:30 am – 2:20pm
Class Location: ACE 013
Course eClass site:

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 ([LA&PS Land Acknowledgement](#)).

Course Overview

Course Description

Academic calendar description: Practical analysis of the risk management process and the specific tools and methods used to address the risks facing organizations, institutions, and communities.

Expanded course description: Emergency and disaster risk planning processes must include an understanding of disaster risk management (DRM) components and building resilience. This course will focus on the fundamentals of disaster risk management, including concepts related to disaster risk, hazard identification, assessing and analyzing risk, the varying ways risk is perceived, strategies for managing, mitigating

and preventing risk, and recovering from and reducing disaster risk. Theory will be used to explain these different aspects of disaster risk management and case studies will be used to bridge theory with the concepts taught.

Pre-Requisites: N/A

Course Credit Exclusions (CCE): N/A

Course Learning Objectives

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

1. Describe the relationship between hazard exposure, risk, vulnerability, risk reduction, and resilience;
2. Outline the risk management process;
3. Evaluate disaster risk using quantitative and qualitative methods;
4. Analyze risk management options, including various forms of risk control;
5. Recognize the unintended consequences of disaster risk management decisions;
6. Understand how risk is socially constructed; and
7. Conclude that successful disaster risk management requires a holistic and equity-centred approach

Course Organization

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

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

- **eClass site** – This course has a page on eClass. All students who register for the course should be able to access the course page using their York Passport IDs and Passwords.
- **In-person lectures** – Lectures will serve to enrich, clarify, and illustrate critical content in assigned readings.
- **Open discussion during lectures** – Stimulating group discussions will serve to enhance student ability to articulate and defend positions and to consider different points of view.
- **Individual & Group work** – activities and assignments will be conducted individually as well as in groups of varying sizes in order to enhance student retention and encourage the development of teamwork skills.

We will have **12 sessions** throughout the term. The first session is scheduled for **Wednesday September 9 at 11:30 am ET**. Students are expected to come to lectures having completed the relevant readings.

Instructor Office Hours and Communication Guidelines

The Course Director will be available for in-person, telephone, or Zoom meetings by appointment as arranged by email. Students may also ask questions via email. Contact the Course Director at rebhan@yorku.ca. Please ensure that emails are worded professionally **and include the course number (DEMS3701) in the subject line**. Emails will be answered within 48 hours.

Required Course Materials

There are a number of readings assigned throughout the course. All readings will be accessible on our eClass page. There are no expected costs for you to access required course materials.

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) where students will interact with the course materials, the course director/TA, as well as with each other.

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

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [eLearning Getting Started \(LA&PS eServices\)](#)
- [Student Guide to Remote and Online Learning](#)

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 or write to askit@yorku.ca.

Course Evaluations

Course Evaluation Chart

Assessment		Due Date		Weight %	Learning Outcome
AI in DEM	Original Post on eClass	Sep. 23	Week 3	10%	n/a
Quizzes – In-class, multiple choice and short answer Q1 – Weeks 1-3 Q2 – Weeks 4-7 Q3 – Weeks 8-11		Sep. 30	Week 4	20%	1, 2, 3
		Nov. 4	Week 8	20%	3, 6
		Dec. 2	Week 12	20%	4, 5, 6, 7
Major Assignment		Nov. 25	Week 11	30%	3, 4, 5
				100%	

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

Assessment Descriptions

Artificial Intelligence (AI) in Disaster and Emergency Management (DEM) – 10%

The use of artificial intelligence (AI) has increased in all sectors – DEM being no exception. However, errors and misunderstandings abound in generative AI as the output is only as good as the information that is input into systems. Human-centred AI is increasingly being used to accelerate processes and assist in producing higher quality written materials. Students **must** understand DEM concepts to be able to identify issues with AI-generated outputs and use suitable AI prompts.

For this assignment, students will formulate a disaster risk management research question and enter it in the AI system of their choosing (e.g., ChatGPT or CoPilot) instructing the AI system to provide a written output of 250 words with in-text citations and references. Students will assess the quality of the AI-generated answer in a 250 word (+/- 50 words) short essay. The quality and accuracy of the AI-generated answer and the appropriateness of the references used should be considered in the essay. Students should complete separate research to substantiate their findings (either contradicting or supporting the AI-generated answer) and include a reference

list for the sources. Post your research question, the AI-generated answer (including the AI-generated reference list), and your short essay in the discussion forum on eClass by end of day **September 23rd**.

Note:

**** Uses of generative artificial intelligence (AI) in this course is prohibited except as described in the AI in DEM assignment.***

****Unless a student has a letter of accommodation from the Student Accessibility Services or for illness through Academic Counselling, late submissions for the Major Assignment will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends). Late submissions will not be accepted after 5 days.***

Quizzes + Short-Answer - **In-class Assessments** – 60%

Three (3) times throughout the term, students will complete in-person assessments that combine 30 multiple choice questions plus 2 short answer questions. Each quiz + short answer assessment is worth 20% of students' final grade. Quizzes will be closed-booked and non-cumulative.

The quiz and short answer assessments will be held in the first hour of in-person sessions during Week 4 (September 30th), Week 8 (November 4th), and Week 12 (December 2nd).

****Unless a student has formal accommodation in place and/or communicates in advance of the quiz date an illness or exceptional circumstance, there will be no opportunity to make up the quiz grades.***

Major Assignment – 30% (partner(s) project)

Students in this course will complete one (1) major assignment that includes a hazard profile, risk assessment, and a potential risk control option. More information on the Major Assignment including the grading rubric will be shared in class.

Students will be encouraged to **select a partner(s) early in the course** and begin working on the assignment early/well before the due date. Information relevant for completing the hazard profile is included in Week 3 of the course. Information relevant for completing the risk assessment portion of the assignment is included in Week 6. And information related to risk control is included in Week 8. This means that students can begin working on the major assignment as early as Week 3.

The major assignment is to be submitted as a word document through an Assignment portal on eClass. A peer assessment must also be submitted by each partner/group member and is worth 5% of the overall grade. The major assignment is worth 30% of students' final grade and is due end of day of the Week 11 class (November 25th).

Note:

*** Uses of generative artificial intelligence (AI) in this course is prohibited except as outlined in the AI in DEM assignment.**

***Unless a student has a letter of accommodation from the Student Accessibility Services or for illness through Academic Counselling, late submissions for the Major Assignment will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends).**

How to Use Citations in this Course

Good citation practices are important because they support academic integrity by linking information back to an identifiable source. This course will require students to use APA (version 7) style formatting for citations and references for all Assignments.

Students must attribute information to original sources using in text citations and properly formatted entries in the reference list. Directly quoted information must be properly formatted and cited; yet should be used sparingly and where it is essential that the author's original words be precisely conveyed.

Sources of information should be evaluated for credibility and reliability. Online sources may be used if they meet the standards for academic writing. Open-edit weblog or unattributed websites (i.e., Wikipedia) should not be used.

Resources to help with citations:

- [I need to cite and reference, Learning Commons](#)
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- [SPARK Student Papers & Academic Research Kit](#)

ADDITIONAL INFORMATION

- Topics related to disaster and emergency management may be upsetting for some individuals due to the nature of the subject matter and depictions of human suffering, anti-social behaviours, and the consequences of extreme events. Contact the course director if you have any concerns.
- Written assignments will be graded primarily on content, but will also consider the technical quality of the writing. All written assignments should be carefully proofread for spelling, grammar, and syntax.
- Course announcements will be made via eClass when required.

- If class is cancelled for emergency reasons (e.g., inclement weather) York University's cancellation schedule will be followed. In the unlikely event the course director determines it is necessary to cancel class, a posting will be made to eClass, and a course announcement will be sent to registered students. Whenever possible, four hours advance notice will be provided; nevertheless, if the course instructor is not present in the classroom within 20 minutes of the start time, students may infer that the class has been cancelled due to emergency reasons.
- Due to privacy reasons of the course instructor and students, audio or video recording of class activities and photography of people in the classroom is prohibited.

Grading

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

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

Course Schedule

Important Dates

Explore the York University [Academic Calendar](#) to find a list of important dates, such as class start/end dates, drop deadlines, holidays and more.

Weekly Course Schedule (Interim – Readings to follow)

Week	Date	Topics	Required Readings	Dates and Deadlines
1	Sep. 9	Course Introduction Framing disaster risk management	Course Syllabus Furedi, F. (2007). The changing meaning of disaster. <i>Area</i> , 39(4), 482–489. https://sciencepolicy.colorado.edu/students/envs_4100/furedi_2007.pdf Smith, K. & Petley, D.N. (2009) Hazards in the environment. In <i>Environmental Hazards: Assessing Risk and Reducing Disaster</i> (5 th ed., pp. 3-15). Routledge. Quarantelli, E.L. (2006). <i>Catastrophes Are Different from Disasters: Some Implications for Crisis Planning and Managing Drawn from</i>	AI in DEM Rubric posted to e-Class

Week	Date	Topics	Required Readings	Dates and Deadlines
			<i>Katrina</i>. https://items.ssrc.org/understanding-katrina/catastrophes-are-different-from-disasters-some-implications-for-crisis-planning-and-managing-drawn-from-katrina/	
2	Sep. 16	Disaster Risk Management Process Relationship to Disaster and Emergency Management	Pine, J.C. (2014). Introduction to Hazards Analysis. In, <i>Hazards Analysis: Reducing the Impact of Disasters</i> (2nd ed., pp. 1-19). CRC Press. Pine, J.C. (2014). Framework for Hazards Risk Management. In, Chapter 8, <i>Hazards Analysis: Reducing the Impact of Disasters</i> (2nd ed., pp. 229-230). CRC Press. Redinger, Charles F. (2025). ISO 31000 Overview. In, <i>Organizational Risk Management: An Integrated Framework for Environmental, Health, Safety, and Sustainability Professionals, and Their C-Suites</i> (section 3.3.3).	
3	Sep. 23	Hazard Identification Hazard Analysis	Centre for Research on the Epidemiology of Disasters. (n.d.). EM-DAT: The International Disaster Database. https://www.emdat.be/	AI in DEM Post on eClass due 10%

Week	Date	Topics	Required Readings	Dates and Deadlines
		- Community profiles: human systems, economic assets, natural resources Hazard Modelling - Nature and types, examples, assessing models Hazard Profiles	Pine, J.C. (2014). Hazards identification. In, <i>Hazards Analysis: Reducing the Impact of Disasters</i> (2nd ed., pp. 29-50). CRC Press. Public Safety Canada. (n.d.). Canadian Disaster Database. https://www.publicsafety.gc.ca/cnt/rsrscs/cndn-dsstr-dtbs/index-en.aspx Shaw, G. (2014). Modeling Natural- and Human-Caused Hazards. In, <i>Hazards Analysis: Reducing the Impact of Disasters</i> (2nd ed.). CRC Press. Pages: • 59-61 • 69-70 • 80-85	Students can begin choosing partner(s) for Major Assignment (30% total) Major Assignment Grading Rubric posted
4	Sep. 30	Indigenous Disaster Risk Management Introduction to Vulnerability	Pine, J.C. (2014). Social, economic, and ecological vulnerability. In, <i>Hazards Analysis: Reducing the Impact of Disasters</i> (2nd ed., pp. 155-177). CRC Press.	Quiz #1 (weeks 1-3) 15% Introduce Hazard Profile portion of

Week	Date	Topics	Required Readings	Dates and Deadlines
				Major Assignment
5	Oct. 7	Vulnerability and Resilience - Identifying, Measuring and Analysis - Models	Smith, K. & Petley, D.N. (2009) Human vulnerability to hazard. In <i>Environmental Hazards: <u>Assessing Risk and Reducing Disaster</u></i> (5th ed., pp. 15-20). Routledge. Wisner, B., Blaikie, P., Cannon, T. & Davis, I. (2004). What is vulnerability? In, <i>At Risk: <u>Natural hazards, People's Vulnerability and Disasters</u></i> (2nd. Ed., pp. 11-16). Routledge. Wisner, B., Blaikie, P., Cannon, T. & Davis, I. (2004). Vulnerability and normal/daily life. In, <i>At Risk: <u>Natural hazards, People's Vulnerability and Disasters</u></i> (2nd. Ed., pp. 20). Routledge.	
6	Oct. 21	Risk Assessment and Management - Introduction and Context Risk Analysis - Process, quant/qual approaches, likelihood and consequences, historical data	Shirley, K.L. & Pine, J.C. (2014). Risk Analysis: Assessing the Risks of Hazards. In, <i><u>Hazards Analysis: Reducing the Impact of Disasters</u></i> (2nd ed., pp. 113-140). CRC Press. Smith, K. and Petley, D.L. (2009). Risk assessment and management, In <i><u>Environmental Hazards: Assessing Risk and</u></i>	Introduce Risk Assessment portion of the Major Assignment (30% total)

Week	Date	Topics	Required Readings	Dates and Deadlines
		- Uncertainty – types and how it is visualized - Risk Assessments and visualizations in different hazard contexts: atmospheric, geomagnetic, seismic, wildfire, hydrologic	<u><i>Reducing Disaster</i></u> (5th ed., pp. 50-65). Routledge. Smith, K. & Petley, D.N. (2009) Risk assessment and management. In, <u><i>Environmental Hazards: Assessing Risk and Reducing Disaster</i></u> (5th ed., pp. 65-71). Routledge.	
7	Oct. 28	Risk Models - PAR Model - Community Perceptions Model - Protective Action Decision Model	Agrawal, N. (2018). Community Perceptions Model. In, <u><i>Natural Disasters and Risk Management in Canada: An Introduction</i></u> (section 8.3). Springer. Lindell, M.K. and Perry, R. W. (2012). <u><i>The Protective Action Decision Model: Theoretical modifications and additional evidence</i></u>. <i>Risk Analysis</i>, 32(4), 616-632. Wisner, B., Blaikie, P., Cannon, T. & Davis, I. (2004). “The disaster Pressure and Release Model.” In, <u><i>At Risk: Natural hazards, People’s Vulnerability and Disasters</i></u> (2nd. Ed., pp. 49-86). Routledge.	

Week	Date	Topics	Required Readings	Dates and Deadlines
8	Nov. 4	Managing Risk - Identifying and Explaining Risk Control in the Disaster Context - Strategies, types, implications of risk control decisions Risk Control - Retreat Managing Risk – Response 1. Identify the various activities that take place during disaster response 2. Explain the value of social relations in effectively responding to disaster risk 3. Planning for response	Smith, K. & Petley, D.N. (2009) Reducing the impacts of disaster. In, <i>Environmental Hazards: Assessing Risk and Reducing Disaster</i> (5th ed., pp. 72-101). Routledge. Doberstein, B., Fitzgibbons, J., and Mitchell, C. (2019). <i>Protect, accommodate, retreat or avoid (PARA): Canadian community options for flood disaster risk reduction and flood resilience</i>. <i>Natural Hazards</i>, 98, 31-50. Paul, B. K., & Juran, L. (2025). <i>The Routledge Handbook of Disaster Response and Recovery</i> (1st ed., Vol. 1). Routledge. https://doi.org/10.4324/9781003414834 • Chapter 1: Key Elements and Activities of Disaster Response • Chapter 6: Post Disaster Needs Assessment • Chapter 15: Myths Related to Disaster Response	Quiz #2 (weeks 4-7) 15% Introduce Risk Control portion of the Major Assignment (30% total)
9	Nov. 11	Social Construction of Risk - Social Amplification of Risk Risk Communication	Kasperson, R. E., Webler, T., Ram, B., & Sutton, J. (2022). <i>The social amplification of risk framework: New perspectives</i>. <i>Risk Analysis</i>, 42(7), 1367–1380. https://doi.org/10.1111/risa.13926	

Week	Date	Topics	Required Readings	Dates and Deadlines
			Pine, J.C. & Guillot, Jr., S.L. (2014). Risk communication. In, <i><u>Hazards Analysis: Reducing the Impact of Disasters</u></i> (2nd ed., pp. 185-215). CRC Press. Tierney, K. (2014). Chapter 3: A different perspective: The Social production of risk. In <i><u>The Social Roots of Risk : Producing Disasters, Promoting Resilience</u></i> (1st ed., pp. 31-49). Stanford Business Books, an imprint of Stanford University Press. https://doi.org/10.1515/9780804791403	
10	Nov. 18	Risk Perception	Pine, J.C. (2014). Perception of Risks by Citizens. In Chapter 2, <i><u>Hazards Analysis: Reducing the Impact of Disasters</u></i> (2nd ed., pp. 49). CRC Press. Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. <i>Risk Analysis</i>, 24(2), 311–322. https://doi.org/10.1111/j.0272-4332.2004.00433.x	

Week	Date	Topics	Required Readings	Dates and Deadlines
			Slovic, P., & Peters, E. (2004). Risk perception and affect . <i>Current Directions in Psychological Science</i> . 15(6). 322-325.	
11	Nov. 25	Recovering from Disaster - Social Dimensions of Recovery Planning for Hazard & Disaster Resilience	Smith, G. (2014). Planning for Sustainable and Disaster-Resilient Communities. In, Hazards Analysis: Reducing the Impact of Disasters (2 nd ed., pp. 249-277). CRC Press. Tierney, K., & Oliver-Smith, A. (2012). Social Dimensions of Disaster Recovery . <i>International Journal of Mass Emergencies and Disasters</i> , 30(2), 123–146. https://doi.org/10.1177/028072701203000210	Major Assignment due 30%
12	Dec. 2	Course Wrap-Up	McEntire, D. A. (2024). What’s next for the disaster profession? A study of the opinions of local and state emergency managers and their recommendations for a more resilient future . <i>Journal of Emergency Management (Weston, Mass.)</i> , 22(5), 461–480. https://doi.org/10.5055/jem.0848	Quiz #3 (weeks 8-11) 15%

Course Policies

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

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

Academic Integrity and Conduct

Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, students are responsible for understanding and upholding standards of academic integrity in all courses and academic activities. Students are encouraged to use reliable [on-campus resources](#) that support coursework and academic honesty. To better understand the serious consequences of academic misconduct, review the [Senate Policy on Academic Conduct](#).

Generative Artificial Intelligence (GenAI)

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created, in whole or part, using generative AI tools will be considered a violation of York University's [Senate Policy on Academic Conduct](#). The use of AI tools, such as Microsoft Copilot, ChatGPT, DALL-E, translation software or similar applications, to complete academic work **without the knowledge or permission of the instructor** is considered a breach under York's Academic Conduct Policy. For more information, review [AI Technology & Academic Integrity: Information for Students](#).

If you are unsure whether the use of an AI tool for your academic work is permitted:

- Carefully review the assessment guidelines
- Check for any messages from the course instructor on eClass
- Consult with the instructor or TA before using these tools

Accessibility

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to course directors through a Letter of Accommodation (LOA). Requests for test and/or exam accommodations normally require three (3) weeks or 21 days before the scheduled test or exam to allow for appropriate arrangements. To learn more, visit [Accommodated Exam/Test Scheduling](#).

Academic Consideration for Missed Course Work

This policy applies to course assessments worth 20% or less of your overall course grade and does not apply to exams held during the final examination period. Students may self-declare

two (2) 7-day consideration periods each 12-week term and one (1) 7-day consideration period per six (6)-week term. An Attending Physician's Statement (APS) is not required for these self-declared absences. However, an instructor may request a signed APS for the final examination period, coursework worth more than 20% of the course grade and missed work outside of the self-declared academic consideration period(s).

Students can submit their self-declaration(s) for academic consideration [using eClass](#). Students are then responsible for contacting the instructor no later than two (2) business days after the end of the consideration period(s) to arrange details of any accommodation for missed coursework. If you do not do this, you may get a zero (0) on the missed work. Where courses have built-in accommodations already established, the instructor may decline providing additional accommodations under this policy. For further details, please review the [*Policy on Academic Consideration for Missed Course Work*](#).

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and to making reasonable and appropriate [accommodations for days of religious significance](#). If any of the dates listed in this course outline for assignments, tests or deadlines conflict with a day of religious significance, students should contact the instructor at least two (2) weeks, or 14 days, before the relevant deadline.

If the accommodation request relates to an exam or falls within the formal examination period, students must complete and submit the [Religious Accommodation Agreement \(PDF\)](#) at least three (3) weeks, or 21 days, before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this specific course at York University and are the intellectual property of the instructor, unless otherwise stated. Third-party copyrighted materials, including book chapters, journal articles, music and videos, have either been licensed for use in this course or are used under an exception or limitation permitted by Canadian copyright law.

Students may not publish, post to 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 or distributing this material, such as uploading content to a commercial third-party website, may result in a charge of misconduct under York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Conduct](#), and/or legal consequences for copyright violations.

Final Examination Identification Policy

For final exams in this course, students must present a valid York University official photo identification card ([YU-card](#)) to verify their identity and sign the examination attendance roster. Students are encouraged to prepare for exams by reviewing York's Policies on the [Conduct of Examinations](#) and the Registrar's Office [Examination Tip Sheet](#).

Turnitin

To promote academic integrity in this course, students will normally be required to submit written assignments to Turnitin through the course's eClass site for a review of textual similarity and the detection of possible plagiarism. In doing so, students consent to their material being included as source documents in the Turnitin reference database, where it will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are available on the [Turnitin website](#). Students may opt out of using Turnitin. Those who wish to opt out, should contact the instructor as soon as possible.

Student Support and Resources

York University offers a wide range of student support resources and services, including writing workshops, peer mentorship, wellness support and career guidance. Explore the links below to access these on-campus resources:

- [Academic Advising](#) provides support and guidance to students in making academic decisions and goals.
- [Student Accessibility Services](#) offers support and accessibility accommodations, as required.
- [Student Counselling, Health & Wellbeing](#) provides resources and counselling to support personal wellness and academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) and [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) offer free study sessions and academic supports that enable students to collaborate and enhance their understanding of course content in select courses.
- [The Writing Centre](#) offers drop-in sessions, one-to-one appointments, a Multilingual Studio and access to an accessibility specialist.
- [Centre for Indigenous Student Services](#) provides a community space with academic, spiritual, cultural and physical support, including writing and learning skills programs.
- [ESL Open Learning Centre \(OLC\)](#) supports students in developing English language skills, including reading, writing and speaking.
- [Roadmap to Student Success](#) is a collection of timely and targeted resources to help students achieve academic, personal and professional success at different stages of their university journey.
- [Office of Student Community Relations \(OSCR\)](#) administers the [Code of Student Rights & Responsibilities](#) and provides critical incident and conflict resolution support.

- [goSAFE](#) is staffed by York students and provides escorted accompaniment for members of the York community to and from any on-campus locations, including the parking lots, bus stops or residences.

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