Auditing and Other Assurance Services

AP/ADMS 4551 Sections A and B
Fall 2026

Course Information

Section	Day and Time	Location	Course Director	E-mail
B	Tuesdays 11:30 to 14:30	R S105	Joanne Jones	jcjones@yorku.ca
C	Tuesdays 16:00 to 19:00	CLH 110	Parth Shah	psj@yorku.ca

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

This course provides an introduction to auditing and other assurance services for students who have not had significant exposure to auditing concepts or significant auditing experience.

The primary emphasis of the course is on the auditor's decision-making process and the nature and amount of audit evidence needed to render an opinion on the fairness of an organization's financial statements. Topics include professional standards, rules of conduct, ethical

considerations, legal liability, audit and review objectives, the audit risk model, audit evidence, development and execution of compliance and substantive audit strategies, sampling methods and audit reports.

Pre-Requisites: 1) For students in an Honours program, 78 credits including AP/ADMS 2511 3.00, AP/ADMS 3585 3.00, AP/ADMS 3595 3.00, AP/ECON 1000 3.00, or 2) for other students, these above-listed courses and an average grade of C+ or better in AP/ADMS 3585 3.00 and AP/ADMS 3595 3.00. AP/ADMS 4535 3.00 is not required, but strongly recommended.

Course credit exclusions: None.

Students are personally responsible to ensure that they have the required prerequisites as stated in the course outline or in the course calendar.

NOTE: Students who do not have the prerequisites will be contacted the first two weeks of the course and are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites

Course Learning Objectives

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

- Explain the roles and responsibilities of professional accountants to protect the public interest in regards to financial information
- Summarize the ethical, examination and reporting standards that make up generally accepted auditing standards as set out in the CPA Canada Standards and Guidance Collection-Assurance
- Describe the various rules of professional conduct as established by CPA Ontario to be adhered to by public accounting firms
- Explain management's responsibilities for the financial statements versus the auditor's responsibilities for the same document
- Describe the types of audit procedures for gathering audit evidence
- Explain the relevance of materiality in an audit and how materiality is determined
- Discuss the various risks that impact a financial statement audit and explain the auditor's response to those risks
- Relate weaknesses in internal control to risks of material misstatements in the financial statements
- Explain the role of professional judgment in audit sampling decisions
- Identify the key audit procedures to be undertaken when auditing revenues, accounts receivable, inventory, expenses and accounts payable
- Describe the various audit reports
- Distinguish between an audit, review and compilation engagements.

Instructor Office Hours and Communication Guidelines

Office hours will vary by course director and will be announced in the first week of class.

Required Course Materials

[Include required course learning material(s) and restrictions that would prevent students from using second-hand copies or prior editions. Also include expected costs and where required course materials are available (e.g., York U Bookstore).]

Course Learning Material	Cost	Availability
Alvin A. Arens, Randal J. Elder, Mark S. Beasley, Chris E. Hogan and Joanne C. Jones, (2024), Auditing: The Art and Science of Assurance Engagements, **Canadian Sixteenth Edition**, Pearson.	$68	See eClass for link to publisher
CPA Canada Accounting and Assurance Handbooks [Part I and Part II] -	$ 0	On-line through York Library e-resources.
Any additional required reading materials will be posted on the course web site.	$ 0	eClass
	Total $68	

Technical Requirements

Need technical help? Check out the following helpful links for information resources and support:

- Student Guide to eClass
- eLearning Getting Started (LA&PS eServices)

Course Evaluations

Assessment	Due Date	Weight %
Class Attendance and Participation (See below for details)	All sessions	10%
In-Class Quizzes (best 3 out of 4)	Held **in class** during the following sessions: **S3** (Sept 29th), **S5** (Oct 20th), **S9** (Nov 17th), and **S11** (Dec 1st)	10%
Midterm Exam (covers Sessions 1 - 6)	**November 7th, 2026** **Time: 9 or 10 am** Location: (DB 2116/2118/2114)	25%
Group Audit Analytics Assignment	**November 27 @ 11:59 PM**	20%
Final Exam (covers Sessions 1 – 12)	During regular final exam period Dec 10 - 23	35%
TOTAL		**100%**

Assessment Descriptions

Class Individual Participation and Attendance
This course is designed to encourage active participation. In each class, we will be taking up questions from the text as well as an in-class exercise (available on eClass). Students will work on their answers, either in groups or individually, and will be required to submit their analyses to eClass. Participation marks of 8% will be assigned for participation in the take up of the questions from the text and the in-class exercises as well as any other participation during class. Attendance will be taken each week and is worth 2% in total.

Quizzes
There will be 4 quizzes during the term, all administered during class time. The quizzes will cover mainly the previous sessions' materials. The quizzes may be administered in several formats which will vary from quiz to quiz. Students will require a laptop device to complete the quiz.

Group Assignment
Details about Group Audit Analytics Assignment will be posted to Course Website

How to Submit Assessments

Students must submit their assignments to Turnitin.com using eClass

Late Work Policy

Students must complete the Group Data Analytics Assignment and Group Case Assignment by the deadlines. Failure to do will result in a zero grade.

Missed Assessments, Tests and Exams

There are no make-ups for missed in-class quizzes. The best three out four are counted for the total marks.

If a midterm examination is missed due to a valid reason such as illness or other reason approved by the Course Director, the midterm mark allocation of 25% will be added to the final examination percentage.

The documentation required to support this reallocation are as follows:
1. For illness, a completed medical form (physician's statement) provided by the Registrar's Office, https://secure.students.yorku.ca/pdf/attending-physicians-statement.pdf

OR for another valid reason, the documentation requested by the Course Director (unless suspended by the University due to COVID-19),

AND

2. A signed statement stating that you are aware that your final examination will be worth 60%. This signed statement is to be attached to the documentation provided in (1) above.

NOTE: Physician statements need to be from the same day as the midterm or the day immediately after. Physician statements older than one day after the date of the midterm exam will not be accepted. All documentation must be received by the course director within 5 days of missing the midterm exam.

Grading

The grading scheme for this course confirms 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 York University's Registrar's Office to find a list of important dates, such as class start/end dates, drop deadlines, holidays and more.

Weekly Course Schedule

Session	Session Overview and Learning Objectives	Assignments and Readings
1 Sept 15th	**Introduction, Audit and Assurance Services / The Public Accounting Profession and Audit Quality** **Learning Objectives:** 1. Describe the components of an audit and explain why there is a demand for audits 2. Explain the concept of assurance. Compare and contrast reasonable and moderate/limited assurance and explain how these types of engagements differ from the perspective of the auditor and the user of the report. 3. Identify major types of audits and auditors 4. Describe assurance services provided by public accountants and distinguish the audit of financial statements from other assurance services. 5. Distinguish between accounting and auditing 6. Summarize the objective of a financial statement audit 7. Describe the drivers of audit quality, and indicate the competing pressures auditors face that threaten audit quality 8. Summarize quality control standards and practices that help achieve audit quality.	Required reading: **Chapter 1** – Read Entire Chapter **Chapter 2** – Read Entire Chapter Discussion/practice questions to be done before class: **Textbook:** 1-16, 2-26, 2-27 In-Class Questions **Textbook:** 1-15, 2-30 Recommended reading CPA Handbook: CSQC 1, CAS 200, 220
2 Sept 22nd	**Legal Liability, Professional Judgement & Ethics / Management & Auditor's Responsibilities / Client Acceptance** **Learning Objectives:** 1. Explain the fundamental principles that guide public accountants'	Required reading **Chapter 3 –**Read entire chapter **Chapter 4** –Read the following sections: **4.1** – Mgmt. Responsibilities **4.2** – Responsibilities of those charged with governance

Session	Session Overview and Learning Objectives	Assignments and Readings
	professional ethics. Recognize ethical dilemmas that public accountants typically encounter and recommend acceptable courses of action. 3. Understand the rules of professional conduct and apply that knowledge to resolve ethical conflicts. 4. Identify and evaluate threats to independence and recommend appropriate safeguards to eliminate or reduce the threats to an acceptable level. 5. Use professional judgment to make client acceptance/continuance decisions (Chapter 6) 6. Explain management's responsibility associated with the financial statement audit. 7. Explain the responsibilities of those in charge of governance for the financial statement audit. 8. Explain auditor's responsibilities and the inherent limitations regarding the auditor's ability to detect material misstatements. 9. Explain and apply the professional judgment framework. Describe the need to maintain professional skepticism when conducting the audit.	**4.3** – Auditor Responsibilities **4.4** – Professional Judgement Framework **4.5** – Professional Skepticism **Chapter 6** – Read the following section: **6.2** – Client Acceptance & Continuance (including Auditing in Action 6.1) Discussion/practice questions to be done before class ***Textbook:*** *3-22, 3-26, 3-31, 3-32, 3-34, 4-21, 4-23, 6-31* In-Class Questions ***eClass*** *(question posted): Lance Popper and Rules of Professional Conduct cases* ***Textbook****: 3-39*
3 Sept 29th	**The Cycle Approach to Auditing / Assertions / Audit Evidence and Audit Analytics** **Learning Objectives:** 1. Classify classes of transactions and account balances into financial statement cycles and identify the benefits of a cycle approach to segmenting the audit 2. Distinguish among transaction and balance-related and assertions	**Quiz #1** Required reading **Chapter 4** – Read the following sections: **4.6** – Financial Statement Cycles **4.7** – Assertions **4.8** – An Overview of the Audit Process **Chapter 5** – Read the entire chapter

Session	Session Overview and Learning Objectives	Assignments and Readings
	3. Describe and discuss the seven phases of the audit process 4. Understand the purpose and type of audit evidence used throughout the audit process. 5. Apply criteria to evaluate the relevance and reliability of information to be used as audit evidence. 6. Understand the purpose of analytical procedures for the various phases of the audit process. 7. Explain how automated tools and techniques, such as audit data analytics, can enhance the evaluation of evidence and aid the auditor to aggregate and consider information from multiple sources.	Discussion/practice questions to be done before class **Textbook:** 4-25, 5-27, 5-37 In-Class Questions: **eClass:** (question posted) Comparing sources of evidence, **Textbook:** 4-26, 4-30, 4-32, 5-25 Recommended reading *CPA Handbook:* CAS 200, 210, 240, 250, 300, 315, 520, 610, 620
4 Oct 6th	**Preliminary Planning / Materiality/ Assessing Risk of Material Misstatement** **Learning Objectives:** 1. Analyze the entity and environment in order to identity and assess risk of material misstatement 2. Perform preliminary analytical procedures and synthesize findings to develop a an appropriate risk response 3. Define the fraud triangle and explain its relevance to audit planning 4. Perform a preliminary fraud risk assessment and synthesize findings to develop an appropriate risk response 5. Apply the concept of materiality to planning the audit 6. Use professional judgment to determine overall (or planning), performance, and specific materiality	Required Reading **Chapter 6** –Read entire chapter (Including Section 6.2) **Chapter 7** – Read entire chapter Discussion/practice questions to be done before class **Textbook:** 6-31, 6-33, 6-42, 6-45, 7-22, 7-23, 7-25 In-Class Questions: **eClass** (question posted): RxBar - parts a, b, c, and f, **Textbook:** 6-47 Recommended Reading:

Session	Session Overview and Learning Objectives	Assignments and Readings
	7. Understand the audit risk model, its components, and its relevance to audit planning. 8. Explain the difference between pervasive risks and risks at the assertion level. 9. Identify risks and assess risk at the overall financial statement level (OFSL risk) and at the assertion level	CPA Handbook: *CAS 315, 320, 450, 500*
Oct 13th	***NO CLASS – READING WEEK***	
5 Oct 20th	**Internal Control and Assessing Control Risk** **Learning Objectives*:*** 1. Describe the four primary objectives of effective internal controls 2. Contrast management's responsibilities for maintaining controls with the auditors' responsibilities for evaluating and reporting on internal control 3. Explain the COSO internal control framework, including its five components and 17 principles of effective internal control 4. Explain how auditor obtains an understanding of internal control. 5. Describe how the complexity of the IT environment impacts control risk assessment and control testing 6. Understand and assess controls of outsourced systems. 7. Explain difference between pervasive risks and risks at the assertion level. 8. Assess control risk at the OFSL level using the COSO framework. 9. Assess control risk at the cycle level by linking key controls and control deficiencies to assertions.	**Quiz #2** Required Readings **Chapter 8** – Read entire chapter **Chapter 9** – Read the following sections: **9.1** – Understand and Evaluate Internal Control **9.2** – Control Risk Assessment **9.3** – Impact of Emerging Technologies **9.5** – Auditor Reporting on Internal Controls Discussion/practice questions to be done before class **Textbook:** 8-28, 8-29, 8-30, 8-31, 8-34, In-Class Questions: **Eclass (**question posted):

Session	Session Overview and Learning Objectives	Assignments and Readings
	10. Identify and report control weaknesses to management and TCWG using the WIR approach.	RXBar - parts d,e,g **Textbook:** 9-27, 9-37 Recommended reading *CPA Handbook:* CAS 230, 265, 315, 330, 402, 500, 520, CSAE 3416, Section 5925
6 Oct 27th	**Putting in All Together: Developing an Effective Risk Response at OFSL and Assertion Level** **Learning Objectives:** 1. Develop an effective risk response at the overall financial statement level. 2. Explain the difference between a combined approach and a substantive approach. 3. Explain why the mix of audit procedures can vary. 4. Develop an effective risk response at the assertion level. 5. Describe how to design and perform control tests. 6. Explain how automated tools and techniques can be used to perform control tests. 7. Design further audit procedures and detailed audit plans to address risks at assertion level.	Required reading **Chapter 9** – Read Section 9.4 – Tests of Controls **Chapter 10** – Read entire chapter Discussion/practice questions to be done before class **Textbook:** 9-25, 9-35, 10-20,10-24, 10-29 In class Questions Textbook: 9-26, 9-39, 10-19,10-25, 10-30 Recommended reading *CPA Handbook:* CAS 240, 265, 300, 330, 520
7 Nov 3rd	**Sampling** **Learning Objectives**	Required reading **Chapter 11** – Read entire chapter

Session	Session Overview and Learning Objectives	Assignments and Readings
	1. Explain the concept of representative sampling and the risks of sampling in the audit. 2. Compare and contrast statistical versus non-statistical sampling and determine when the different approaches are appropriate. 3. Explain how audit innovations and data analytics can reduce sampling risk. 4. Develop an appropriate sampling strategy for tests of controls 5. Develop an appropriate sampling strategy for substantive tests of details. 6. Use analytical skills and audit tools to research and identify anomalies and risk factors in underlying data. 7. Apply professional judgment to evaluate control tests and conclude on effectiveness of internal controls and determine if additional substantive testing is required. 8. Apply professional judgment to evaluate substantive tests and conclude on account balances.	Discussion/practice questions to be done before class Textbook: 11-34, 11-37 In-class Questions **eClass** (questions posted): Cora Hardware, Packet **Textbook:** 11-28, 11-33, 11-39 Recommended reading CPA Handbook: CAS 265, 530
8 Nov 7th	**MIDTERM EXAM** **Time – To be confirmed** **NOTE: No class on November 10th**	
9 Nov 17th	**Developing a Risk Response for the Revenue Cycle** **Learning Objectives:** 1. Identify the accounts and the classes of transactions in the revenue cycle. 2. Assess inherent risk and fraud risk for the revenue cycle of different types of organizations. 3. Understand key controls for the revenue cycle and design and perform tests of controls	**Quiz #3** Required reading **Chapter 12** -Read entire chapter Discussion/practice questions to be done before class **Textbook***:* 12-33, 12-34, 12- 42,

Session	Session Overview and Learning Objectives	Assignments and Readings
	4. Design and perform substantive analytical procedures for the accounts in the revenue cycle. 5. Design and perform substantive tests, including data analytics, for revenue accounts and assertions. 6. Design and perform substantive tests of details for accounts receivable. 7. Use critical thinking to select and evaluate the results of accounts receivable confirmations. 8. Use professional judgment to develop an audit approach for revenue	12-47, 12-48 In Class Questions *12-36, 12-43, 12-54* Recommended reading *CPA Handbook: CAS 240, 505, 540, 620, ASPE 3400, IFRS 15*
10 Nov 24th	**Developing a Risk Response for Acquisition & Payment Cycle and Inventory & Distribution Cycles** **Learning Objectives:** 1. Identify the accounts and the classes of transactions in the acquisition and payment cycle. 2. Assess inherent risk and fraud risk for the acquisition and payment cycle of different types of organizations. 3. Understand key controls and develop tests of controls for the acquisition and payment cycle. 4. Design substantive tests, including data analytics, for accounts payable. 5. Identify the accounts and the classes of transactions in the inventory cycle. 6. Assess inherent risk and fraud risk for the inventory cycle of different types of organizations. 7. Understand key controls for the inventory cycle and design and perform tests of controls. 8. Apply analytical procedures to the accounts in the inventory cycle.	**Data Analytics Assignment is Due Nov 27th** Required reading **Chapter 13** - Read entire chapter **Chapter 14** –Audit of the Inventory and Distribution Cycle Discussion/practice questions to be done before class **eClass Website**: Inventory Evidence worksheet and Inventory Cases **Textbook:** 13-26, 13-32, 13-35, 14-18, 14-21 In class Questions: **Textbook:** 13-34, 13-38 14-19, 14-32 Recommended reading CPA Handbook : *CAS 240, 501, 620, IAS*

Session	Session Overview and Learning Objectives	Assignments and Readings
	9. Design and perform physical observation audit tests for the inventory cycle. 10. Design and perform pricing and compilation audit tests for the inventory cycle. 11. Use professional judgment to develop audit approach for inventory.	*2, 16, 37, Section 3061*
11 Dec 1st	**Completing the Audit** **Learning Objectives:** 1. Review and assess contingent liabilities, commitments, and contingent assets. 2. Review and assess confirmations from the client's law firms (legal letters). 3. Conduct a post-balance sheet review for subsequent events. 4. Design and perform final analytical procedures. 5. Integrate audit evidence and evaluate overall audit results 6. Summarize misstatements and apply materiality to evaluate and resolve misstatements. 7. Evaluate appropriateness of the going concern assumption. 8. Explain the purpose of and describe management's representation letter. 9. Perform engagement quality control review. 10. Analyze and summarize audit findings and report to audit committee and management.	**Quiz #4** Required reading **Chapter 18** – Read Entire Chapter Discussion/practice questions to be done before class **eClass** (question posted): Subsequent event activity **Textbook:** 18-30, 18-32, 18-34 In Class Questions Textbook: 18-22, 18-26, 18-35 Recommended reading CPA Handbook: *CAS 220, 240, 250, 260, 450, 501,520, 550, 560, 570, 580, 720, CSQC 1,* *Section 1540, 3290, IAS 7, 37*
12 Dec 8th	**Audit Reporting Decisions /Reviews and Compilations** **Learning Objectives:**	Required reading **Chapter 19** – Read Entire Chapter **Chapter 20** – Read following sections: **20.3** – Reviews and Compilations of

Session	Session Overview and Learning Objectives	Assignments and Readings
	1. Explain the auditor's reporting responsibilities. 2. Specify the conditions required to issue the standard unqualified audit report. 3. Explain the auditor's reporting responsibilities in relation to going concern. 4. Identify key audit matters that are required to be disclosed in an audit report. 5. Understand the relevance of the audit report date and when dual dating is appropriate. 6. Assess the circumstances of the audit, apply relevant criteria, and determine if conditions exist that require one of the following modifications to the audit report: • Provide additional information. • Issue a qualified audit opinion (and explain the required modifications). • Issue an adverse opinion (and explain the required modifications). • A disclaimer of opinion. 7. Understand the requirements for a review engagement. 8. Understand the requirements for compilations engagements. 9. Explain how review engagements and compilations differ from a financial statement audit.	Financial Information **20.4** – The Review Engagement Process **20.5** – Compilation Engagements Discussion/practice questions to be done before class **eClass** (questions posted): Audit Report Exam Review Questions **Textbook:**19-32, 19-33, 20-25 In class Questions Textbook: 19-26, 19-27,19-35, 1-26 Recommended reading *CPA Handbook:* CSOA 5000, CSRE 2400, OSC 9200, CAS 560, 570, 600, 620, 700, 701, 705, 706, 710, 720, ISA 570, 700, 701
	FINAL EXAM - ON CAMPUS Date & Time TBD Exam period: Dec 10 - 23	

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, 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*. You can learn more about upholding academic integrity in your courses by exploring SPARK: Academic Integrity Module, LA&PS Academic Honesty and Academic Integrity for Students.

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) through the use of generative AI tools will be considered a violation of York University's *Senate Policy on Academic Conduct*. Using AI apps such as Microsoft Copilot, ChatGPT, DALL-E, translation software among others to complete academic work **without your instructor's knowledge or permission**, is considered a breach under York's Academic Conduct Policy. For more information, please review AI Technology & Academic Integrity: Information for Students.

If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor if they are permitting the use of these tools

Turnitin

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

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). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange. To learn more, please visit Accommodated Exam/Test Scheduling.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate accommodations to adherents for observances of days of religious significance. Should any of the dates specified in this syllabus for course assignments, tests, or deadlines conflict with a date of religious significance, please contact the instructor not less than two (2) weeks (or 14 days) prior to the date for which accommodation is sought. If the requested accommodation is for an exam or falls within the formal examination periods, you must complete and submit a Religious Accommodation Agreement (PDF) at least three (3) weeks (or 21 days) before the start of the exam period.

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-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*.

Final Examination Identification Policy

For final exams in this course, you must present a valid York University official photo identification card (YU-card) to verify your identity. Also, you will need to sign the exam's attendance roster. Learn more about preparing for your exams by reviewing York's Policies on *Conduct of Examinations* as well as the Registrar's Office Examination Tip Sheet.

Intellectual Property

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

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

Student Support and Resources

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. 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 personal wellness and academic success.
- Peer-Assisted Study Sessions (PASS) Program provides free study sessions where students collaborate and enhance their understanding of course content in select courses.
- Student Numeracy Assistance Centre at Keele (SNACK) supports students in courses involving math, statistics, coding 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.
- Centre for Indigenous Student Services offers a community space with academic, spiritual, cultural and physical support, including writing and learning skills programs.
- ESL Open Learning Centre (OLC) supports students with building proficiency in reading, writing and speaking English.
- Learning Skills Services offers workshops, resources and tips on learning-related topics like time management, note-taking, studying and exam prep.
- Learning Commons links to supports for writing, learning skills, career development, exam preparation and other learning-related resources.

- 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) is responsible for administering the *Code of Student Rights & Responsibilities* and provides critical incident and conflict resolution support.
- Peer Mentorship helps students transition through their first year by connecting them with upper-year students. The mentors can help students find supports and resources. They also lead a community hub on campus.
- 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.