

YORK UNIVERSITY
Faculty of Health
School of Kinesiology & Health Science

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. 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.

KINE 3240 - Behavioural Approach to
Administration of Fitness and Sport
Syllabus for Winter 2023 – In Person

Syllabus Contents:

- Part 1: General Information ----- p. 1-4
- Part 2: Course Structure ----- p. 5
- Part 3: Course Evaluation ----- p. 6-9
- Part 4: Course Policies ----- p. 10-13

Part 1: General Information

Term	Method of Delivery	Day of Class	Time of Class	Location
Winter	In-Person	Wednesday	2:30 – 5:20PM	SLH E

Important University Dates to Consider

(for more dates see: <https://registrar.yorku.ca/enrol/dates/2022-2023/fall-winter>)

First Day of This Class	Last Day to Drop a Course and Get Full Refund	Last Day to Add Winter Course	Last Day to Withdraw from a Winter Course Without a Grade	Winter Reading Week (no classes)	Last Day of This Class
Jan 11	Jan 15	Jan 22	March 17	Feb 18 - 24	April 5

Instructors and Teaching Assistant (TA)

Instructor

Name: Kathryn Robinson, PhD (she/her)

Email: Krobinso@yorku.ca

Office Hours: Please email to schedule meeting

Teaching Assistant – Marker/Grader

Name: Dan Desroches (he/him)

Email: desroches.dan@gmail.com

Office Hours: Email to schedule – please note, if students require TA office hours for help with an upcoming assignment, that they should try to book time in advance (i.e., a week or two before deadline, as opposed to <48 hours).

Course Description:

This course will introduce students to different theories, practices, and tools for understanding your own behaviour and others in the context of sport and physical health/fitness/exercise. On successful completion of this course students will have a better understanding of behavioural organization principles, successful business strategies, leadership approaches, industry/administration ethics, as it relates to sport/health/fitness/exercise organizations and environments.

Learning Objectives:

1. Develop critical self-awareness of your own participation in sport, physical activity, health, and performance contexts
2. Apply academic psychological theories, concepts, and approaches to address real-world issues in sport and performance contexts
3. Understand the relevance of integrating psychological and organizational approaches across applied disciplinary settings/domains
4. Develop the ability to communicate clearly and effectively, both verbally and in writing
5. Understand how group development and dynamics can impact goal attainment, performance, and overall success.
6. Understand various leadership styles and qualities, consider their value in a variety of situations and their effectiveness within sport and fitness.
7. Consider how decision-making structures, organizational design, communication, and motivation all influence outcome.
8. Demonstrate knowledge of organizational behaviour principles in a variety of situations through group discussion and additional resources.

Course Outcomes:

Students who have successfully completed this course will:

- Have critically examined the impact of individual and group behaviour on sport and fitness organizations
- Have discussed and analysed a variety of theories and beliefs and identified their impact.
- Have critically evaluated and discussed research on leadership styles in the context of sport, physical activity/fitness/health spaces.
- Have applied practical knowledge to identify and describe current approaches to complex organizational issues
- Have applied learned theories to critically evaluate case studies and reflect on how those case studies can be applied to real-world settings
- Have engaged their sociological imagination to consider *who* has reached leadership positions, and why those individuals may have achieved those role in society.

Developing a Proper Mindset for this Course:

What we know from the teaching and learning literature, is that there is not a single way to learn. It is our goal in this course (as the instructor and TA) to create a supportive, safe, inclusive, yet challenging environment for you to engage with the course material. Ideally, we want you as learners to continue to think about, apply, and consider the course material beyond the 'classroom' walls. There is strong supportive evidence to suggest you as students of the course, will enhance your learning by engaging with the materials (reading assigned texts, reviewing the lecture slides, attending the course, and participating in discussions. In fact, it is an expectation for the course. We will also undoubtedly learn from one another, as our experiences of sport, physical activity, and recreational activities, are not homogeneous.

Suggestions to Help you Succeed in this Course:

- You are encouraged to ask questions and make observations. We will also frequently encourage conversation with your colleagues in class. Our expectation is that comments will be respectful of others - this doesn't mean that comments can't be argumentative, but always direct your argument at the topic or statement and not the person. In other words, personal attacks will not be tolerated.
- Knowing how to express yourself when an idea makes you uncomfortable will help you to better understand your own beliefs, and will help the discussion that needs to occur in order to make this class function as its best. When an idea makes you feel threatened, it is important to ask the question, "why do I think this idea makes me feel this way?"
- The conversational nature of this course has consequences for the schedule of the course. At times, we will deviate from the prescribed schedule of the course in order to address topics and issues that must be discussed in greater depth. Knowing this, we ask

you to accept some flexibility in the progress of the course, including classroom activities, readings, and minor assignments. However, we do realize that you have lives outside of this class, and that we need to maintain some “hard” deadlines – as such, we will not change deadlines for major assignments and midterms/exams.

- Finally, we acknowledge the uniquely stressful nature of our current situation. We recognize that students may have challenges and we encourage everyone to be proactive and open with communication and to reach out as soon as possible in order for us to be responsive to any unexpected situations that might arise. No one needs to suffer alone in silence, and we will do all we can to help you make the most of this class experience.

Take Care of Yourself:

We are all dealing with a tremendous amount of stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. Please be kind and gentle with yourselves and others during this difficult period of time. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

Calumet and Stong Colleges’ Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students’ [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).

- For additional resources/information about Calumet and Stong Colleges’ Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: “Calumet and Stong Colleges - Upcoming events”)? If not, please check your Inbox and Junk folders, and if it’s not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your ‘preferred email’ to your [Passport York personal profile](#) to make sure you receive important news and information.

Part 2: Course Structure

Class Engagement & Participation:

- **Synchronous** i.e., meeting of full class, participation, in-class discussion
- Be prepared to participate actively in class discussions activities.

Course Materials

- There is **NO textbook** for this course
- **There is a book**, however, that will be required for the book report. This book can be rented from libraries, it can be purchased (new or used) hardcopy or digitally from major providers (Amazon, Indigo, ABEbooks.com, etc.)
- Other readings (e.g., academic papers, media articles) may be assigned and will be posted on eClass

Course Notes, Announcements, and Technical Requirements

- Course notes, course announcements, and other course information will be posted on eClass
- ****It is the student’s responsibility to regularly check the site and their York eClass email for course updates.****
- Need to have a functioning computer or tablet that can run word processing
- Need to back-up all work using a cloud-based service (Google Drive, or other similar service).

Useful links describing computing information, resources and help for students:

Student Guide to eClass	https://lthelp.yorku.ca/student-guide-to-eClass
Computing for Students Website	https://student.computing.yorku.ca/

Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://lss.info.yorku.ca/online-learning/

Course Content and Schedule

<u>Week #</u>	<u>Date</u>	<u>Topic</u>	<u>Assessments Due</u>
1	Wednesday Jan 11	First Class – Syllabus Overview What is organizational behaviour? History of organizational behaviour	In-class Mini Assignment # 1, e-Scavenger hunt, Jan 11, 5:30PM
2	Wednesday Jan 18	Motivation theories driving behaviour Personality and ‘fit’ Training and Development	
3	Wednesday Jan 25	Positive Organizational behaviour Manager and Employee Dyads	Mini-Assignment #2, Goal Setting Jan 25, 9:00AM
4	Wednesday Feb 1	Job Satisfaction and Dissatisfaction Effective Teamwork	Assignment # 1 Spotlight in the Media, Feb 3 at 10:00PM
5	Wednesday Feb 8	Creativity and innovation Conflict, Negotiation and Power	
6	Wednesday Feb 15	Understanding the Organization Structure, culture, communication, external Influences on organizational behaviour	Midterm #1 – Feb 16 until 11:00PM
7	Wednesday Feb 22	No Class – Winter Reading Break	(reading over reading break!)
8	Wednesday March 1	Leadership in sport organizations Leadership in the workplace	Assignment 3 – Book Reflection, Tuesday Feb 28 10PM
9	Wednesday March 8	Shared leadership Guest Lecture - Building a business in health care – chiro, physio, massage, nature etc.	Mini-Assignment # 3 – Professional Development Reflection, March 7 10PM
10	Wednesday March 15	Effective Communication - Building a business in sport marketing and in digital health and wellness	
11	Wednesday March 22	The concept of labour in sport Strategies for Business/Industry Success- Alix and Justine Join	Assignment 3 – Final Project, Friday March 26 10PM
12	Wednesday March 29	Review and guest lecture on Merging data science and sport – Lou and Matt join	Mini Assignment # 4, Sunday April 2, 10 PM
13	Wednesday April 5	Last day of class	In-class midterm #2,

Part 3: Course Evaluation

<u>Assessment</u>	<u>Name</u>	<u>Value</u>	<u>Due Date</u>
Participation	Participation	15%	Ongoing
Mini-Assignment # 1	Scavenger Hunt	2%	In-class Wednesday Jan 11, 5:30PM
Mini-Assignment #2	Goal Setting	2%	Wednesday Jan 25, 9:00AM
Assignment #1	Spotlight in the Media	10%	Friday Feb 3, 10:00PM
Midterm # 1	Midterm # 1	15%	Thursday Feb 16 (all day to complete)
Assignment # 2	Book Reflection	15%	Tuesday Feb 28, 10:00PM
Mini-Assignment # 3	Professional Development Reflection	3%	Tuesday March 7, 10PM
Assignment # 3	Final Project	20%	Sunday March 26 10:00PM
Mini-assignment #4	Exit Reflections	3%	Sunday April 2 10:00PM
Midterm #2	Midterm # 2	15%	Wednesday April 5 (in class)

Participation **15% (total and ongoing)**

This course is heavily dependent on your participation in class weekly.

- **In-class participation:** There will be certain days throughout the course that the course instructor will pose a question to the class, pose a polling question, or create opportunities for class discussion. Student contribution (monitored through the activity of student numbers registered through eClass) will be a measure used to track participation.
- **Participation Roles:** These positions include multiple, temporary ways to get more involved with the course and course content. These positions will not only benefit you, but benefit the broader class community as well. Each position lasts a duration of 2 classes (aka two weeks) and each student can hold each position for a maximum of 2 times. Each position offers a student 2% towards participation, if completed and shared to the TA (who will post to eClass) to an appropriate and timely standard. Students can complete positions for a total of 8% of their participation mark. Sign up for roles comes as a first come first serve. Students can email our TA to sign up for each role.

- **Participation Role # 1: Glossary Creator** – Over the course of two classes, the student will be in charge of creating a list of words or terms that the instructor uses that require a more elaborate definition. Students may ask questions in the class, these questions can be added to this glossary as well.
- **Participation Role # 2: Mock Exam Question Creator for Mid Terms** – a student will make a list of mock mid term exam questions that will be shared with the class. Questions will be created based on two classes, minimum 40 questions will be required.
- **Participation Role # 3: Note Taker**– For those who keep thorough notes in class, this is a fantastic opportunity to support your classmates. Students in this position will take thorough notes for 2 classes and provide the notes to the class to support peer-to-peer learning.

**rubric for participation roles along with instructions and opportunities to get involved will be available on eClass and discussed in class.

** if you are unable to attend class for a given reason, you are unable to make up the missed in-class participation grades, but you can make up for the grade by completing these additional participation roles.

Mini-Assignments

10% (total)

There are four mini-assignments and each mini-assignment will be worth between 2% and 3% as described above in the table and briefly below, but will be fully explained on eClass. The purpose of these mini-assignments is to help students stay on track and reflect on and engage with the lecture material.

- **Mini-Assignment 1: E Scavenger Hunt (2%) – Wed Jan 11 in Class submit by 5:30PM**
 - This assignment is due during class and will be submitted on eClass. For this assignment you will search virtually using primarily the York University websites to find pertinent information and resources that will be used in this course, but that will also help you succeed in your academic journey.
 - Full e-scavenger hunt details will be explained during class.
- **Mini-Assignment 2: Goal Setting (2%) – Wednesday Jan 25 at 9:00AM (morning)**
 - This assignment is due Wednesday Jan 25th at 9:00AM and will be submitted on eClass. For this assignment you will create 2 goals for yourself for this semester. The first goal will be related to your first/next/future career. Asking the question, ‘what do I want to accomplish, and how will I get there?’ The second goal you will create for yourself is in respect to this course. Asking the question ‘what are my goals for KINE 3240 this semester’. Along with these goals, you will outline your plan to accomplish each goal that are specific, measurable, timely and realistic.
 - Pay special attention to fully list and describe what your goal(s) are, what you need to do to achieve those goals, and to align your goals with formal goal setting principles as discussed in class.
 - Full Goal Setting assignment details, along with the grading rubric will be provided on eClass

- **Mini-Assignment 3: Reflection on Professional Development Experience (3%) Tuesday March 7 10PM (evening)**
 - This assignment is due on Tuesday March 7 at 10PM (3%) and will be submitted on eClass.
 - As part of your goal setting assignment, you were asked to outline the types of certifications/seminars/webinars/professional development initiatives that may assist you in reaching your goals. For this assignment, you will be reflecting on your experience completing your professional development initiatives. This can be attending a free webinar part of LinkedIn Learning ([free one month trial](#)), or York's Career Website for [group sessions and workshops](#) and other experiential opportunities like [TASTE](#).
 - Full Reflection of Professional Development Experience assignment details, along with a grading rubric will be provided on eClass.
- **Mini-Assignment 4: Exit Reflection (3%) – Monday April 3 10:00 PM (evening)**
 - This assignment is due Monday April 3 at 10PM (3%) and will be submitted on eClass. For this assignment, you will be given a list of reflection questions that will ask you to draw from your experiences in the course – this includes class discussions, lecture information, and collaborations with your colleagues. It will also ask you to reflect on your progress to your goals from the mini-assignment # 2- Goal Setting assignment.
 - Exit reflection assignment details, along with a grading rubric will be provided on eClass.

Assignments

45% (total)

- **Assignment 1: Spotlight in the Media (10%) – Friday February 3 10:00PM (evening)**
 - Research and identify a current (released in the year 2022/2023) story from the media that relates to the topics of this course. Relate the media article to at least 2 theories/concepts we have discussed in class and provide justification for why you think there is alignment between the article and the theories/concepts. When reading and writing, ask yourself questions like 'what theories relate, why might those psycho-sociological principles apply here, what is my evidence to support that statement?'
 - Assignment details, along with a grading rubric will be provided on eClass.
- **Assignment 2: Book Reflection (15%) Feb 28 at 10:00PM (evening)**
 - For this assignment each student will submit a summary of the book they have read following a guideline provided on eClass. Students can choose from one of four books to read:
 - Adam Grant – Think Again
 - Daniel Coyle – The Culture Code
 - Katy Milkman - How to Change
 - Simon Sinek - Leaders Eat Last

- **Assignment 3: Final Project (20%) Sunday March 26 10:00PM (evening)**
 - It is the hope of this assignment to be as practical as possible for you and your next/first/future careers. This assignment will include multiple components for you to complete, all of which are intended to help you with your career. Components include (but are not limited to):
 - Building a LinkedIn profile
 - Creating a personal statement (who you are and why you would be great at that role)
 - Completing your cover letter for that potential job application
 - Completing your résumé tailored to the position you want to apply for (including the professional development experience you completed)
 - ‘Make meaning’ of your experiences to date – what have they taught you and how can they help you
 - Outlining your leadership approaches and intentions
 - Reflection from a Consulting Session - after conducting a brief consulting session with a person of your choice related to your career interests (NOT a student in this class), critique of your session with regard to interpersonal processes, theoretical approach, overall effectiveness, and possible future improvements.
 - More detailed instructions to be posted in separate document on eClass

Midterms (30% Total)

Midterm Exam 1: Thursday Feb 16th (multiple choice) (online given the day to complete) 15%
 Covering lecture material, assigned reading and class discussions from weeks 1-6

Midterm Exam 2: Wednesday April 5th (multiple choice) (in class) 15%
 Covering lecture material, assigned reading and class discussions from weeks 7-12

Exams are to be completed individually. Students are NOT to seek or receive any help from other students on the exams and are NOT to provide help to other students. This policy will be strictly enforced.

Late Assignments

Missed Exams:

If you have to miss an exam then please follow these steps:

- 1) Communicate with the instructor as soon as possible via email at krobinso@yorku.ca
- 2) Submit official documentation (e.g., attending physician’s statement, court notice, official documentation for varsity student athlete conflicts, etc.,).

- Note: Very late requests for extensions or accommodations will require students to submit a formal petition to the Faculty of Health

Part 4: Course Policies

Late Assignment/Miss Policy

Assignments are due on their due date. Unless prior arrangement has been made with instructor, you will lose 10% for every day late, up to 4 days after the due date. Assignments handed in more than 4 days late will not be graded and will be assigned an 'F' (0%).

Grade Appeal Policy

- Any appeal of graded work must be given in writing (via email)
- Written appeal must be received between 1 and 5 days of return of work. An appeal received less than 24 hours after the return of work will not be considered.
- The written appeal must clearly identify the evaluation in question and clearly detail the grounds of the appeal.
- The entire assignment will be reviewed and the overall mark may increase or decrease.

Email Correspondence

- Please include "KINE 3240" in the title of the email.
- Please include your full name in all correspondence.
- Emails should be professional, clear, and free of grammatical and spelling errors.
- Questions that require lengthy responses may result in a reply advising you to make an appointment.
- You can expect the following when dealing with your instructors by email:
 - E-mail will be answered as soon as possible but aiming for within 48 hours;
 - Please do not expect e-mail to be answered on the weekend, outside of working hours (9:00 a.m. to 5:00 p.m.) or while an instructor is away (for example at a conference).

Accommodations:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your**

accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (21 days) before the scheduled test/exam to arrange.

Student Code of Conduct:

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic environment, and the responsibility of the student to cooperate in that endeavor. Students must conduct themselves in accordance with York University's Student Code of Conduct. This includes all aspects of the course, including online environments. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available at: <https://oscr.students.yorku.ca/student-conduct>.

Student Code of Rights and Responsibilities:

This code is intended to be educative and promote accountability among students toward their peers and other members of the York community. This code identifies those behaviours that are disruptive to the educational purposes of the University, make the campus less safe, diminish the dignity of individuals and groups, and the enjoyment of their rights. It applies specifically to students because the behaviours of non-student members of the University community are held to comparable standards of account by provincial laws, University policies, and their unions' collective agreements. Information about how to address a concern or a complaint regarding a faculty or staff member can be found at: <http://oscr.students.yorku.ca/>.

Academic Integrity:

Students are expected to maintain the highest standards of academic integrity related to issues such as cheating, enabling cheating, plagiarism, authentic documentation, etc. Breaches of academic integrity will not be tolerated.

The School of Kinesiology and Health Science takes academic dishonesty very seriously and will abide by York University's Senate Policy of Academic Honesty to adjudicate all cases. Students are expected to make efforts to discourage any and all (un)intentional breaches from their course work. Students are expected to complete their own work without assistance, in part or whole, on assignments and tests. Students are expected to act in accordance with the Senate Policy of Academic Honesty and are responsible for familiarizing themselves with these guidelines. Breaches of academic integrity will be handled under the disciplinary proceedings as outlined in: <http://www.yorku.ca/secretariat/policies/document.php?document=69>.

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) -

<https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and the Academic Integrity Website (<https://www.yorku.ca/unit/vpacad/academic-integrity/>).
- Ethics Review Process for research involving human participants (<https://www.yorku.ca/research/human-participants/>)
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>; **and** <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>)
- Student Conduct Standards (<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>)
- Religious Observance Accommodation (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>)

Turnitin

York University faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to York's use of the Turnitin.com service are described on the Turnitin.com website. Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet.

Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of York University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on eClass Weekly News, and signage

around the campus. *** If 85% or higher of the class completes the course evaluations, then the entire class can receive 1 bonus percentage!

Religious Observance 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. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact krobinso@yorku.ca within the first three weeks of class.

Student/Direction Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and eClass discussion forums. It is the responsibility of the student to cooperate in that endeavor. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York Website: <https://rights.info.yorku.ca/york-university-human-rights-policies-and-procedures/>

Sexual Violence Support and Education

York is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, York can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases. If you think you have been subjected to or witnessed sexual violence: please visit the Center for more information <https://thecentre.yorku.ca/>