**Faculty of Liberal Arts and Professional Studies**

**School of Administrative Studies**

**Course Outline**

**AP/ADMS 4900 3.00 Sections P - Winter 2020 Management Policy Part 1**

**December 12, 2019**

**Term:** Winter 2020

**Day & Time:** Section P: Tuesdays 11:30 am – 2:30 pm [Duration: 3 hours]

**Location:** HNE 036 - Health, Nursing and Environmental Studies Building

**Course Director:** Tony Johnston, MBA (Finance), BA (Econ), CMC, CPA, CGA

Email:tonyjohn@yorku.ca / tonyjohnston@rogers.com (preferred)

**Office Hours:** 30 minutes before & after each weekly session (prefer by appointment)

**First Session:** Tuesday, January 7, 2020

**COURSE DIRECTOR PROFILE**

Tony Johnston is a management consultant who, since 2001, has provided strategy, turnaround management, corporate finance, and market research-oriented advisory services to a broad range of domestic and foreign clients. Before that, for over 20 years he held CEO, CFO, and finance & financing positions in five public and private companies engaged in manufacturing, information technology, commercial banking, financial services, and biotechnology.

**COURSE CALENDAR DESCRIPTION**

Management Policy Part 1 is a capstone course which introduces students to the many facets of business strategy and operational circumstance that drive variability in firm performance (i.e. factors that enable some companies to outperform their competitors). Through lectures, readings and case discussions, this course covers strategy and policy identification, formulation, implementation and evaluation. Enrolled students will be expected to integrate what they learn in this course with both their prior knowledge of business and their understandings gained from the other Administrative Studies courses they have taken. In the course of doing that, students will be encouraged to develop a clear and coherent cognitive framework for how to understand, decide on, initiate and judge what are appropriate, situationally-preferred ways to address often-encountered strategic challenges faced by general management.

**COURSE OVERVIEW**

Students taking this course will learn practical, academically-validated concepts, models, and approaches for how best to manage for- and not-for-profit businesses in strategically informed ways. In this, 'best' will be judged in relationship to the primary goal of creating, nurturing and sustaining valuable situationally-relevant competitive advantages.

All students will have numerous opportunities to apply what they learn to a diverse range of case studies that describe confusing ‘real-world’ business situations. Here, the aim is to help every student practice (a) making sense of an organization’s problems and (b) developing appropriate and pragmatic solutions for how to improve results and achieve mission-critical organizational goals. As these situations mimic today’s business reality, there will be no ‘one right answer.’ Your task, therefore, will be to develop situationally-logical, recommended alternative or complementary courses of action that offer good to high probabilities for success.

Accordingly, over the term, we will examine typical challenges practitioners face when they execute the strategic management process. These include i) analysis (i.e. monitoring, interpretation, evaluation and re-evaluation), ii) formulation (i.e. develop, assess and agree), and iii) implementation (i.e. action, evaluation, and adjustment/control) of an organization’s (ever-evolving) overall and functional-area-focused business strategies.

Throughout, this course’s emphasis will be on both the issues that affect and the results that demonstrate the on-going success of the entire organization. As such, you will need to be most concerned with viewing the firm as an integrated whole. Nonetheless, you will need to draw on and incorporate into your analysis your understandings of all functional areas of the business being considered, as well as your knowledge of all relevant aspects of the business organization’s external operating environment.

The case study method used in this course will help you build competence and confidence in undertaking and managing the strategic management process. This will come through practicing your business decision-making skills in 'simulated' management roles. To maximize everyone's learning experience as well as your in-class participation grade, all students should do their assigned text- and case-readings before coming to class. That way, you will come to class already having a basic knowledge of the week’s material and prepared to discuss the week’s assigned case actively and authoritatively for both provide the foundation for success in this course.

In addition to helping you learn the practical application of strategic concepts and approaches, this course will develop your ability to quickly make sense of complex business situations and identify core problems or issues. In this, you will have many opportunities to analyze qualitative and quantitative data, both internal and external to the firm, and assess what implications those may have for the firm's prospects for success.

**COURSE OBJECTIVE**

The goal of this course is to help students become more successful and capable organizational team members (i.e. employees), business leaders, company advisors, or third-party goods and service providers (i.e. salespeople, suppliers, or collaborators).

**PREREQUISITES AND ENROLMENT POLICY:**

Prerequisites: 78 credits including AP/ECON 1000 3.00; AP/ECON 1010 3.00 and AP/ADMS 2320 3.00 (or equivalent). Course credit exclusions: None.

**Students are personally responsible for ensuring they have all the required prerequisites, as stated in the course calendar, before the start of class sessions.** Students who do not have all of the required prerequisites may petition the School of Administrative Studies (not the Professor) for a prerequisite policy exemption. Without an approved exemption, such students may be arbitrarily dropped from the course at any time during the term. The University will not be responsible for refunds resulting from students being dropped from a course due to not having the appropriate prerequisites.Questions about prerequisites, exemption petitions, and enrolment policy need to be directed to the Office of Administrative Studies (Room 282, Atkinson Building), not to your Course Director, for your instructor is not authorized to make School of Administrative Studies policy decisions.

**Due to the nature of this course, no permission for late enrolment will be granted.**

**REQUIRED TEXTS**

**> Textbook:** Barney, Hesterly, and Hesterly, **Strategic Management and Competitive Advantage: Concepts and Cases, 6th edition; 2019, Pearson Education** (July 20th, 2019) > [available in loose-leaf and digital form from the YorkU Bookstore for Cdn$120.00](https://www.bookstore.yorku.ca/buy_textbooks.asp)

**> Case Studies:** The following recommended paper and 8 cases can be purchased online and downloaded from UWO Ivey School of Business’s [Ivey Publishing](https://www.iveycases.com/) (these are copyrighted intellectual properties of Ivey Publishing that are not to be copied or shared)**:**

1. [Introductory Note on the Case Method (Product Number 9B08M085)](https://www.iveycases.com/ProductView.aspx?id=25770) [**Optional**]
2. [Methanex: Developing Strategy in a Commodity Industry (Product Number: 9B13M066)](https://www.iveycases.com/ProductView.aspx?id=58408)
3. [Medtron Limited (Product Number: 9A86M004)](https://www.iveycases.com/ProductView.aspx?id=17736)
4. [Entrepreneurs at Twitter: Building a Brand, a Social Tool or a Tech Powerhouse? (Product Number: 9B10M028)](https://www.iveycases.com/ProductView.aspx?id=37355)
5. [Vincor and the New World of Wine (Product Number: 9B04M001)](https://www.iveycases.com/ProductView.aspx?id=32111)
6. [Guelph General Hospital (Product Number: 9B16M038)](https://www.iveycases.com/ProductView.aspx?id=75992)
7. [Ganong Bros. Limited (Product Number: 9B05M011)](https://www.iveycases.com/ProductView.aspx?id=34343)
8. [Sawchyn Guitars: Can an Old Business Learn New Tricks? (Product Number: 9B13M084)](https://www.iveycases.com/ProductView.aspx?id=60001)
9. [Louis Vuitton (Product Number: 9B13M022)](https://www.iveycases.com/ProductView.aspx?id=57493)

**Recommended Sources of Supplemental Subject-Matter Related Reading:** G&M Report on Business; [The Economist](http://www.economist.com/); [Harvard Business Review](https://hbr.org/); [crunchbase.com](https://www.crunchbase.com/?utm_medium=email&utm_campaign=email&utm_source=cb_daily&send_email=tjohnston%40compassnorthinc.com#/home/index); [strategy+business](http://www.strategy-business.com/); Inc

**COURSE SCHEDULE**

**Week 1 - Jan. 7th  Session 1 > Why Managing a Business Strategically is Important**

Strategic Management’s Process Goal > Creating Competitive Advantages

 Course Introductory Comments & Information:

* Importance of Course Subject Matter
* Course Expectations
* Administrative Issues, including Organizing Groups

Readings: Text Chapter 1, Appendix & Introductory Note on the Case Method

**Week 2 - Jan. 14th Session 2 > Evaluating the Business’s External Environment**

 Analyzing the External Operating & General Environment of the Business

 Readings: Text Chapter 2

 Case: Methanex: Developing Strategy in a Commodity Industry

 Groups: Group membership lists to be finalized by end of class and submitted by email

**Week 3 - Jan. 21nd Session 3 > Evaluating the Business’s Internal Environment**

 Analyzing the Internal Environment & Capabilities of the Business to Determine How to Create & Sustain Valuable Competitive Advantages

 Readings: Text Chapter 3

 Case: Medtron Limited Case Summary: Group 6)

**Week 4 - Jan. 28th Session 4 > Basic Ways to Create Valuable Competitive Advantages**

 Ways Strategy Can Be Used to Create Competitive Advantage: 1) Cost Leadership; 2) Offering Differentiation; 3) Marketing Focus

 Readings: Text Chapters 4 & 5

 Case: Entrepreneurs at Twitter: Building a Brand, a Social Tool or a Tech

 Powerhouse? ( (Case Summary: Group 4)

**Week 5 - Feb 4th Session 5 > How Companies Can Expand Beyond a Single Business**

 Integration & Diversification

 Readings: Text Chapters 8 & 9

 Case: Vincor and the New World of Wine (Case Summary: Group 5)

**Week 6 - Feb 11th Session 6 > How Companies Can Manage Strategy Implementation**

 Strategy-related Management Approaches, Roles & Control Processes

 Readings: Text Chapters 6 & 10

 Case: Guelph General Hospital (Case Summary: Group 3)

**Week 7 - Feb 18th Reading Week – Feb 15th – 21st > No Classes**

**Week 8 - Feb 25th Session 7 > Ethical Boundaries in Strategic Management**

 Collusion & Other Questionable Management Ethical Behaviours

 Readings: Text Chapter 7

 Case: Ganong Bros. Limited (Case Summary: Group 2)

**Saturday, Feb 29th > Mid-Term Exam:** 2-hours long, for all ADMS 4900 sections

*Time: 10:00 am to 12:00 pm &* *Location: TBA*

**Coverage:** Textbook Chptrs 1-5 & 7-9 plus related lecture presentations.

**Week 9 - Mar. 3th Session 8 > How Companies Can Change Their Scope of Operations**

 How Strategic Alliances, Mergers, Acquisitions, & Divestitures can Add Value

 Readings: Text Chapters 11 & 12

 Case: Sawchyn Guitars: Can an Old Business Learn New Tricks? (Case Summary: Group 1)

**Week 10 - Mar. 10th Session 9 > First Set of Group Case Presentations**

Presenters: Groups 6, 5, 2

Case: To be assigned on Feb. 25th.

**Week 11 - Mar. 17th Session 10 > Second Set of Group Case Presentations**

Presenters: Groups 4, 3, 1

 Case: To be assigned on Mar. 3rd.

**Week 12 - Mar. 24th Session 11 > Course Review**

 Course review and wrap-up

 Readings: No textbook chapters assigned

 Case: Louis Vuitton

**Week 13 - Mar. 31th > In-class Final Exam**

3-hour, case-oriented final exam

*Location TBA and will be announced on the course website*

Closed book; up to 10 pages of notes allowed (8.5x11 inch size/hand-written or font no smaller than 10pts.)

**Coverage:** All textbook chapters, readings & related lecture presentations.

**GRADE COMPONENTS**

Midterm: 25% (multiple choice, short answer)

Group Work: 35% (total)

 *- session case summary / in-class presentation 5% (1 summary scheduled as assigned by Course Director)*

 *- group case presentation 30% (1 case study scheduled as assigned by Course Director)*

Final Exam: 20% (closed book, case study exam)

Class Participation: 20% (marks earned for quality of contributions, not quantity)

**FORMAT OF COURSE**

Each session duration is three-hours. In the early stage of the course, the role of the instructor will be as a lecturer, helping students make sense of the material. As the term progresses, the role of the instructor will shift to be a class discussion facilitator. There are assigned chapters and a case in each session. In the first half of each lecture session, we will mainly focus on the assigned textbook chapters. In the second half of the session, we will focus more on the week’s assigned case and apply relevant theories to make sense of case situations. Moreover, as this is expected to be a highly interactive course, students are required to participate in **ALL** class activities, including exercises and discussions.

**MID-TERM EXAM**

The Mid-Term Exam on Saturday, February 29th (location TBA) is worth 25% of the final grade. It is a closed-book, 2-hour exam. The purpose is to examine your knowledge regarding the course materials previously covered (Chapters 1 to 5 and 7 to 9 in the textbook plus instructor’s lecture material). The exam will consist of two parts – multiple-choice questions and short essay questions.

**GROUP WORK**

This course also puts great emphasis on group work (worth 35% of the final grade) since working with and through others is what management and business leadership is all about. It is expected students will form themselves into six groups made up of approximately 6 members each depending upon the size of the class (*use the form provided on the course website to list the names and student numbers of your group’s members and email that to the Course Director no later than the end of Session 2*). Please be advised that each group is to be self-managed and resolve their issues on their own. Consequently, all members will be responsible for their group’s total work product, process, and dynamics. Students are not allowed to switch groups after the groups are formed, and the Course Director will only get involved in group issues on an exceptional, last-resort basis.

There are two components of group work:

1. **Case summary (5% grade weighting):** The purpose of this exercise is to share the responsibility for class learning with the student groups, and for them to experience leading discussions (i.e. acting like a manager). Beginning in Session 3, after the formation of groups has been finalized, the Course Director will select one group to be responsible the following week for summarizing the key points of that week’s assigned case and providing and briefly discussing their options for resolving the case. Each group will be asked just once to lead these discussions. Presentations should be limited to a maximum of 10 minutes and cover the following subject matter:
	1. Brief Description (organization mission, key decision-maker and stakeholders, and situation)
	2. Key Issue Identification (what key strategic problem / challenge does the organization face?)
	3. Issue Analysis (what are the key facts, why those are important & what happens if unaddressed?)
	4. Identification of Viable Action-Options, Key Assumptions and Expected Results & Risks
	5. Recommendation/Solution and Supporting Rationale

Groups may use a maximum of three (3) presentation slides if they choose to but slides are optional and definitely not required. Only group members who are present at the time that the group is asked to do the summary will receive credit (i.e. no credit if you are not in attendance).

1. **Group presentation (30% grade weighting):** The purpose of the group business case presentation is to help students experience working with others in a business team, and develop case-analysis and presentation skills. Each group will be assigned one of two cases on which they will do a 40-minute class presentation (30-minute presentation and 10-minute Q&As) during either Week 10 or 11. While there is no prescribed format for the presentation, demonstration of clarity, logic and rationale is expected and all analysis is to be **limited** to the case materials provided as no additional research is necessary nor recommended. One day prior to your presentation, your group is **required** to give the instructor the brief outline of your presentation (no set required format). On the day after, your group **must** email the instructor either a copy of the presentation slides or an invitation to view them online.

To get great results, empirical evidence shows that groups need to work together as an effective team and get quality inputs from all members. However, past experience also indicates groups are at risk of getting poor contributions from ‘free riders’ if there are no mechanisms in place to motivate all group members to do at least their fair share of the work. Accordingly, each student’s common individual grades for this component will be adjusted based on that student’s average peer evaluation mark. Therefore, within one day of giving their group business case presentation, each group member will be required to submit a completed individual peer evaluation using the form provided on the course website. Such evaluations will rate group presentation related performance of other group members in each of the following four rating categories, which were selected because they focus on four very important aspects of team performance:

1. **Teamwork:** Extent of contributions to the group’s overall performance and effectiveness (i.e. helped draw the best out from others, helped ensure task completion, were good communicators and providers of quality value-added inputs).
2. **Initiative and Dependability:** Showed initiative and dependability while fulfilling responsibilities on time and according to expectations of group or evaluator.
3. **Quality of Outputs:** Provided high quality, well-organized oral reports and written products.
4. **Contributions to Knowledge and Learning:** Effectively understood, utilized, and demonstrated knowledge of course materials and added value to group/firm skill level.

The example below demonstrates how peer evaluation results can impact a student’s finalized business case presentation mark:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Teamwork | Initiative/Dependability | Qualityof Output | Knowledge & Learning | **Member****Average** |
| Member 1 | 4 | 4 | 4 | 4 | **4** |
| Member 2 | 4 | 3 | 2 | 3 | **3** |
| Member 3 | 3 | 2 | 2 | 1 | **2** |
| Member 4 | 2 | 0 | 1 | 1 | **1** |

When considering the above hypothetical scenario, take it that you are in a group that consists of 4 members and assume the group’s presentation mark was 80. In such a circumstance, here is how your peer evaluation results could affect your finalized business case presentation mark. Because the average peer evaluation mark is 2.5 and standard deviation is approximately 1.3, Member 1 will receive 83 because his/her peer evaluation is one standard deviation above the 80 mark average (4>2.5+1.3). In contrast, Member 4 will receive 77 because his/her peer evaluation is one standard deviation below the average (1<2.5-1.3) and both Members 2 and 3 will receive 80 as their individual grades are not more than one standard deviation away from the 2.5 average peer evaluation mark.

Obviously, peer evaluations can significantly impact your individual grade, which is why you should take them seriously. As mentioned above, you are required to submit your evaluation **the day after your group presentation**. It is important to submit your evaluation on time because individual grades will be calculated two days after your presentation. Accordingly, no late submission is permitted, and you will receive 5 points penalty if you fail to submit your evaluation on time.

**Advice for Groups doing Their Business Case Presentation**

While your presentation can be as creative as you would like to have it, you should at least cover the following *(for more detail, refer to Business Case Presentation Rubric posted on the course website*):

1. Issue Identification (what key issues / challenges does the organization face?)
2. Issue Analysis (what are the facts, why important & what could happen if unaddressed?)
3. Identification of Viable Action-Options, Key Assumptions and Expected Results & Risks
4. Recommendation/Solution and Supporting Rationale
5. Implementation/Action Plan and Key Controls

Please let your Course Director know in advance if you need any equipment assistance.

**Advice for Group Presentation Audience**

To be a good audience, you need to (1) read the assigned case in advance and (2) listen closely to what gets presented. By doing so, you will find that you can learn a great deal from the presenting groups. You will be invited to ask any questions you may have. Keep in mind that your questions need to be constructive and relevant to the presentation and course materials.

**CLASS PARTICIPATION**

As mentioned before, because class participation is essential to the ADMS 4900 learning process, both the Course Director and students will be held responsible for the educational quality of this course. Accordingly, 20% of your final grade will be based on your in-class case-related participation. **Such Class participation will not be based on attendance or who has been the most active contributor, but rather on the value of your contributions to class discussion** **in terms of relevance, insights, demonstration of applicable course knowledge, etc.**

Specifically, the course puts great emphasis on discussion of the course materials, both the text and cases covered. Therefore, your regular input/participation is encouraged. Indeed, past students have pointed out that they gained great benefits and confidence from the class participation in ADMS 4900. In order to actively participate in discussions, you are recommended to have read the materials in advance. Class participation is evaluated on a regular basis and it is highly likely that students who only attend class each week but do not participate in any discussions may get a low grade on this component.

The Course Director will evaluate students’ participation weekly based on contribution quantity and quality. As suggested above, good quality participation is one that can stimulate in-depth, meaningful discussion or insight. On the other hand, simplistic summaries of the case facts or off-topic comments will be considered as modest participation. If students have difficulty in participating in discussion, they should contact the instructor as soon as possible to discuss how to help them to engage in class discussions.

Student participation will be evaluated starting in Session 2 when students begin having opportunities to participate in class case-related discussions.

**FINAL EXAM**

The Final Exam will be a closed-book, 3-hour exam worth 20% of the student’s overall course mark. Students are permitted to bring notes up to 10 pages (1 sheet of paper = 2 pages) on 8.5x11 inch paper as long as the notes are either hand-written or use a font no smaller than 10pts. The exam will be a case analysis in which students will be given a copy of a case at the start of the exam and be required to apply all assigned readings, acquired and accumulated knowledge, and lecture topics and materials discussed in class in order to analyze the case, present their findings, and make recommendations.

**NOTE: The instructor reserves the following rights:**

1. **right to change this course outline, including the sequence of text materials and the assigned cases; and**
2. **right to adjust interim and/or final course grades** **if such adjustment is required in order to conform grades to Program or Faculty requirements.**

**COURSE ADMINISTRATION POLICES**

**General:** in addition to the specific policies set out below, ADMS 4900 will be administered in accordance with the rules set by the Liberal Arts & Professional Sciences Faculty’s School of Administrative Studies.

**Missed Midterm Examination:** All students who miss a regularly scheduled midterm exam in this course automatically receive the ADMS 4900 Prof’s / instructor’s approval to write an ADMS 4900 make-up mid-term exam provided that such student:

[A] submits to the LA&PS Faculty’s School of Administrative Studies Office, Room 527 or 282 Atkinson Hall, within the required time period in accordance with the Professor’s/Course Director’s, School of Administrative Studies’ and/or University policy and procedures (in almost every case, this is to be done no later than 5 business days after the date of the scheduled exam), either:

(a) an [Attending Physician's Statement form](http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf) duly completed and appropriately signed by an Ontario licensed medical doctor (*note from herbal medicine ‘doctor’ will not be accepted*) or

(b) a written request with appropriate supporting documentation, and

[B] such documentation is found acceptable and approved.

Note, all such students are required to contact the below identified ADMS 4900 Course Administrative Assistant as soon as possible after the conclusion of their missed scheduled exam to advise if they wish to write a make-up examination and already have or will be submitting their required documentation:

**Niko Markakis**

**ADMS 4900 Undergraduate Program Assistant**

School of Administrative Studies

Faculty of Liberal Arts and Professional Studies

**YORK UNIVERSITY**

282 Atkinson Hall  •  4700 Keele Street

Toronto ON  •  Canada  M3J 1P3

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mark896@yorku.ca • [www.yorku.ca/laps/sas](https://www.yorku.ca/laps/sosc)

***>>******Note*** *re Timing of Make-up Midterm Exam:* The Make-up Mid-Term Exam typically will be held within the week following the regularly scheduled Mid-Term Exam.

**Missed Final / Deferred Examination:** The timing of Deferred Final Exams will be within 3 to 7 days following the scheduled Final Exam where permission to write that may be granted to students who were unable to write their final examination at the scheduled time. Within 24 hours of the scheduled start time of the missed final exam, each such student must notify the Course Director by email of their desire to write a Deferred Final Exam and explain their reason for missing the scheduled exam. If the reason was medical, the student must submit a properly completed and signed Attending Physician's Statement form (APS) to the main office of the School of Administrative Studies (282 Atkinson) within 48 hours of the scheduled start time of the missed final exam; a “Doctor’s Note” will not be accepted. APS forms are available online at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>. If such reason is deemed valid and acceptable by the Course Director, the student will be advised by email they have permission to write the Deferred Final Exam and where and when that is to be written.

**Academic Honesty**: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated, and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy:** The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full-year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

***>> Note:*** *Unless there are unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of the following regulations as soon as possible.*

For more information on the YorkU’s Grading Scheme and Feedback Policy, visit:

<http://www.yorku.ca/univsec/policies/document.php?document=86>

**In-Class Tests and Exams - the 20% Rule**: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals**: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected first to contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modelled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**Religious Accommodation**: York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. For more information on religious accommodation, visit:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, visit the Counselling and Disability Services website at <https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>.

York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests, visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.

**Late / After-Deadline Enrolments:** none will be allowed or approved.