

Faculty of Liberal Arts and Professional Studies
School of Administrative Studies
Fall 2022, AP/ADMS4900
Management Policy: Part 1

Term: Fall 2022

Day: Mondays

Section: G

Time: 07:00 – 10:00 p.m.

Location: IN PERSON | G LECT 01

Course Director: Dr. Amir Ghazinoori Contact: amirgh@yorku.ca

Office Hours: Monday 05:00-06:00 p.m. | appointments set via email confirmation

Start Date: Sep 12, 2022

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 Mississauga 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 DESCRIPTION

The Management Policy course is designed to expose students to many facets of strategy that contribute to varied performances of firms. Strategy and policy identification, formulation, and evaluation are developed through lectures and case discussions. Emphasis is on the integration of Administrative Studies subject areas with which the student has previously become familiar; to provide a framework for the analysis of strategic problems of general management.

COURSE OVERVIEW

This course examines the challenges of the strategic management process - identifying, formulating, evaluating, and implementing viable business strategies. The emphasis is on issues that affect the success of the entire organization. As such, we will view the firm as a whole, but we will draw upon, and integrate into our analysis, your understanding of the various functional areas of business and the external factors.

To increase your competence in managing the strategic process, extensive use of the case study method is employed. This allows us to practice business decision-making skills in simulated management roles. To maximize the learning experience, it is essential that all students be prepared to discuss the assigned cases. Thus, student participation is essential for the success of this course.

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. PRIOR TO FALL 2009: Prerequisites: 78 credits including AK/ECON 1000 3.00; AK/ECON 1010 3.00 and six credits in management science. Should students have any questions about enrolment policy, please contact the Office of Administrative Studies or Management Area assistant (Sandy Yang, Yangs@yorku.ca). Instructors do not handle enrolment related issues. Due to the nature of the course, there is no permission for the late enrolment.

REQUIRED TEXT(S)

Barney, J. B. and Hesterly, W. S. Strategic Management & Competitive Advantage, 6th edition, Pearson. Students have options to buy/access the required textbook:

1. standalone E-text. ISBN 9780134743530 | \$56.25
2. Loose Leaf options for the text ISBN is 9780134741147 | \$199
3. E-book lifetime access version | \$89.99

Cases: Students are responsible for obtaining copies of cases. Cases can be purchased through the Ivey Publishing's website (<https://www.iveycases.com>). The cases to be covered are listed in the Outline of Classes. Please bring your copy of the case to class.

Recommended readings

[Fortune](#); [Canadian Business](#) | [Harvard Business Review](#) | [Sloan Management Review](#) | [California Management Review](#) | [Globe and Mail](#) | [National Post](#).

Computing information

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

[Student Guide to Moodle](#)
[Zoom@YorkU Best Practices](#)
[Zoom@YorkU User Reference Guide](#)
[Computing for Students Website](#)
[Student Guide to eLearning at York University](#)

How to Use Citations

Integrity is fundamental element of student studies. Students are required to learn, practice, and use standard in-text citations and bibliography. In all submissions APA or MLA style citation is a key requirement. Some useful links to proper referencing:

- [SPARK Student Papers & Academic Research Kit](#)
- [Chicago Style Overview, YorkU Libraries](#)
- [MLA Style Overview, YorkU Libraries](#)
- [APA Style Overview, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre](#)

COURSE EVALUATION

Assessment	Due Date/s	Weight	Learning
Mid-term Exam	29-Oct-2022	30%	Please refer to detailed description
Group Assignments	Week 09-10-11	30%	Please refer to detailed description
Group-based Case summary	Week 2-8	10%	Please refer to detailed description
Session on-going participation	Week 2-8	10%	Please refer to detailed description
Final Exam	Week 12	20%	Please refer to detailed description

FORMAT OF THE COURSE

Lectures, discussions, and case analysis form the basic pedagogy of this course. We will also have in-class individual and group activities. For all class meetings, students should read the assigned readings and be prepared to discuss reading materials and participate in case discussions. Constructive contribution to class discussions is an integral part of this course. Your contribution will be evaluated based on your preparation for class discussions (i.e., assigned readings and cases), presentation skills, and willingness to commit yourself in front of the class. Attendance, timely arrival for classes and significance of contribution are important elements of your overall evaluation.

Each session is about three hours. Normally, there are assigned chapters and a case in each session. In the first half of the session, we will mainly focus on the assigned chapters and concepts. You are required to read the assigned chapters and review the lecture slides before the class. This gives us the opportunity to discuss topics together and have an effective learning in the classroom. In the second half of the session, there will be students who are responsible for leading discussion on assigned cases (see [class participation](#) below).

MID-TERM EXAM

The mid-term exam is weighted 30% of your final grade. This exam will be based on the theories, constructs and other content presented in the textbook. The exam will include a variety of question formats and will draw from the text material ([Chapters 1 to 5, 8,9, 11,12](#)) in the textbook. You will be responsible for the specified material whether it has been covered in class or not. This exam covers a lot of material, so keeping up with your readings will be essential to your success! Details and pre-exam guidance will be provided prior to reading week. The mid-term will be held in person on **October 29** (details below and above).

Attention: For administration purposes, students who miss the original midterm are required to notify the instructor (by email) by Oct 20. Without such an email notification of the exam absence, you will receive a zero grade for the midterm exam. Finally, the weight of this component cannot be transferred to other grade components. Accordingly, students who have missed both original and make-up midterms will have to defer the midterm component to the midterm exam when the course is available again.

GROUP WORK

This course puts great emphasis on group work (30%) since group work is a contemporary work design in the real business world. Accordingly, students will form a group of approximate **6 members**, depending upon the size of the class. Individuals may self-select their groups, with names of group members to be submitted to me via email or in writing, no later than Sep 19th (2nd class). Students who have not found a group by that point will be assigned to one. Students are not allowed to switch groups once they have been formed (so choose carefully). Please be advised that each group member is responsible for the overall group's performance and dynamics. Instructor will not involve in group issues only if necessary. In addition, students are not allowed to switch groups after the groups have been finalized.

Sessions 9 to 11 are group presentations. Specifically, in each of these sessions, there will be two groups who perform group presentations and two groups who assess the presenting group's work. Each presenting group will be randomly assigned to be assessed by another group. In other words, there will be a pair – one group doing presentation and one group doing assessment. The structure of each presentation exercise is a 25-minute group presentation and a 15-minute Q&As. Accordingly, there are two components of group work.

Group presentation (25%)

The purpose of the group presentation is to help students to develop case analysis and presentation skills. Therefore, all group members are required to do the presentation. Each group will be randomly assigned one of three cases. Each group, acting as a *consulting team*, will do the case analysis. On Sessions 9 - 11, each group will do a 25-minute presentation, followed by 15-minute Q&As.

There is no required format for the presentations. Clarity and creativity are keys. As you are assigned to a case, your analysis should be **limited** to the case materials. No additional research is necessary nor recommended. By one day prior to your presentation, your group is **required** to give the instructor the outline of your presentation (no required format).

Empirical evidence shows that to achieve a high level of group performance requires effective teamwork and input from individual group members. However, past experience tells us that groups are subject to the issues of free riders if there are no mechanisms in place to motivate group members to contributing their knowledge and time. Accordingly, individual grade for this component will be based on peer evaluation. For members' peer evaluations are one standard deviation above the average of the group's peer evaluation, the members will be rewarded additional 3 points. In contrast, for members' peer evaluations are one standard deviation below the average of the group's peer evaluation, the members' grades for this exercise will be the group grade subtracted 3 points.

As to peer evaluations, each individual member will fill up the evaluation form, available on course website, to provide his/her evaluations to other members. The evaluation, which is about the group presentation performance, will be based on five criteria:

1. Teamwork: contributing to group/firm performance, draws out the best from others, fosters activities moving the group/firm toward task completion, communicated, and added value to group/firm tasks.
2. Initiative and dependability: fulfilling responsibilities on time and according to expectations of group or evaluator.

3. Quality of outputs: oral reports and written products were of high quality and organization.
4. Contribution to knowledge and learning effectively understood, utilized, and demonstrated knowledge of course materials and added value to group/firm skill level.
5. Professionalism: attending meetings on time, responding to emails promptly, messages in a timely manner, being respectful to other members.

Since peer evaluation significantly contributes to your individual grades, you should take it seriously. Moreover, 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. You will receive 5 points penalty if you fail to submit your evaluation on time.

Group critique (5%)

The purpose of this exercise is to provide you with an opportunity to share the responsibility of class learning. Specifically, for each group presentation, there will be one group who is responsible to assess the ideas and quality of the work put forward by the presenting group. Each group will have up to 10 minutes to present your assessment. Groups are encouraged to develop their own assessment criteria. Importantly, your assessment should at least include both positive aspects of the presentation (content and style) and areas for improvement. The 5% will be evaluated based on the degree of constructive feedback provided by the group. Only group members who are present at the time when the group is asked to offer the assessment will get the credits. In other words, group members who do not show up in the class at that time will receive no credits for this component.

Words for the Presenting Groups

Your presentation can be as creative as you'd like to. In the presentation, you basically need to cover the following topics.

1. Issue identification (what are the issues)
2. Issue analysis (why those are issues)
3. Recommendations/Solutions
4. Implementation/Action

Please note that presentation skills are fundamental to business graduates. You are expected to demonstrate a professional approach with visible synergy among group members. Your group is highly encouraged to pay a precise attention to delivery style, eye contact, body language and movement, and clear voice.

Words for Audience

To be a good audience, you need to listen to the presentation closely and read the case material in advance. 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 during Q&A time. Keep in mind that your questions need to be constructive and relevant to the presentation and course materials. Your participation in the Q&As is considered as your class participation (see below).

CLASS PARTICIPATION

Class participation is weighted **20%** of your final grade. As class participation is essential for learning processes, the learning outcome truly depends upon your participation. **Class participation is not about attendance, but rather your contribution to class discussion.** Specifically, the course puts great emphasis on discussion of the course materials. Class participation is evaluated on a regular basis. The instructor will evaluate students' participation based on quantity and quality. Good quality of participation is one that can stimulate in-depth, meaningful discussion. On the other hand, a repetitive comment or simply summary of the materials would be considered as the modest participation. If students have any difficulty in participating in discussion, they should contact the instructor as soon as possible to discuss how to help them to engage in the class discussion. There are two main components of class participation: [lead case discussion \(10%\)](#), and session [on-going participation \(10%\)](#). Both components are evaluated on a 10-point scale.

Group-based Case Summary (10%)

Each group is required to perform lead case discussion for one session. For Sessions 2 to 8, each group will take in charge of case summary as starting point for case discussion. This exercise involves sharing responsibility for class learning and preparing the class for discussion (like a manager). Each group will take turns summarizing the key points of the case and preparing the class for discussion (identifying issues). Groups will have 10 minutes to present their summary. Only group members who are in attendance when the group presents will receive credit (i.e., no credit if you are not in attendance). Once your group has been formed, send top three of your preferred cases to the instructor. The instructor will arrange the sequence according to group preference and availability.

Session on-going Participation (10%)

There are 9 sessions ([starting Session 2](#)) in which students will have opportunities to participate in class discussion. Students are expected to participate all activities to receive good performance in this component. Starting Session 2, each student will get points according to his/her participation relative to the class average. Normally, students will receive 8 or 9 points if their points are one standard deviation above the class average of the session. Students will receive points below 3 if their performances are one standard deviation below the class average. There are 9 live-class participation sessions. To account for the potential errors in evaluating participation and consider the situation where students might have to miss sessions for unexpected events, your participation in this component will be based on your best 7 sessions.

FINAL EXAM

Final exam, 20%, will be a 3-hour exam. The exam is a case analysis in which students are required to apply ALL materials we discuss in the class to analyze the case and make recommendations.

Grading

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

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

COURSE OUTLINE

Session 1 (12 Sep 2022)

Introduction, Course outline review/Course Expectation/Administrative issues

Chapter 1: What is Strategy and the Strategic Management Process?

Watch, learn, and think:

<https://youtu.be/0yHwUp87xcI>

<https://youtu.be/TD7WSLeQtVw>

<https://youtu.be/V2Hndmk18z0>

<https://youtu.be/L4N1q4RNi9I>

Student Groups (6 members) should be formed by next week before the lecture.

Session 2 (19 Sep 2022)

Chapter 2: Evaluating a Firm's External Environment

Watch, learn, and think:

https://youtu.be/mYF2_FBCvXw

<https://youtu.be/XCWHSeDU-zk>

<https://youtu.be/Cts4QVuVVbs>

<https://youtu.be/GFVKKTwkANY>

Case: Tesla, Inc. [Product# MH0067](#)

Session 3 (26 Sep 2022)

Chapter 3: Evaluating a Firm's Internal Capabilities

Watch, learn, and think:

https://youtu.be/Ath_K1OuPzw

<https://youtu.be/Abl6b71H2Mc>

<https://youtu.be/3vCHNNWGSiA>

<https://youtu.be/MePzW82AgbQ>

Case: Starbucks Corporation [Product#MH0042](#)

Session 4 (03 Oct 2022)

Chapter 4: Cost Leadership

Chapter 5: Product Differentiation

Watch, learn, and think:

<https://youtu.be/VG9x-Ah4kXU>

<https://youtu.be/qOEUQg7GWOs>

<https://youtu.be/dTr9ZY3AIcQ>

<https://youtu.be/e6bDazNAC7U>

Case: Delta Airlines (A): The Low-Cost Carrier Threat [Product#704403](#)

Week of 10 Oct 2022

No class

Reading Week

Session 5 (17 Oct 2022)

Chapter 8: Vertical Integration

Chapter 9: Corporate Diversification

Watch, learn, and think:

<https://youtu.be/RbMp9blfvuU>

https://youtu.be/UyohSu-Ft_U

https://youtu.be/LU8tubkz_Fg

<https://youtu.be/ZDExLnS9IC0>

Case: Reawakening the Magic: Bob Iger and the Walt Disney Company [Product#717483](#)

Session 6 (24 Oct 2022)

Chapter 11: Strategic Alliances

Chapter 12: Mergers and Acquisitions

Watch, learn, and think:

<https://youtu.be/g6UdB0f7zzg>

<https://youtu.be/S7DoKFPOhZk>

https://youtu.be/qR_etqWuS2k

<https://youtu.be/SFKKNsTnlt4>

<https://youtu.be/bH5fqhLwbQ8>

Case: Eli Lilly in India: Rethinking the Joint Venture Strategy [Product#9B04M016_P](#)

Session 7 (29 Oct 2022)

Midterm – 10:00 am – 12:00 pm (for all sections of ADSM 4900)

Part 1: 10:00 am – 10:25am | 10 min break | Part 2: 10:35 – 12:00 pm

Test covers chapters 1-5, 8, 9, 11, and 12 of the required textbook

Test Value: 30%

Attention: Please note that lectures are designed to discuss and explain the main concepts and topics related to that session and the covered chapter. Students are responsible for the assigned textbook content whether it has been covered in class or not. Also, please note that there will be no questions specific to the assigned cases.

Session 8 (07 Nov 2022)

[Chapter 7: Collusion](#)

[Chapter 10: Organizing to Implement Corporate Diversification](#)

Watch, learn, and think:

https://youtu.be/sNAUWpk_yvs

<https://youtu.be/vw5LrUoVmm4>

https://youtu.be/YE_ETgaFVo8

<https://youtu.be/LkesApAMSQk>

https://youtu.be/YE_ETgaFVo8

Case: Creating a Corporate Advantage: The Case of the Tata Group [Product#ISB005](#)

Session 9 (14 Nov 2022)

Group presentations [Part A](#)

[Group 1 & 2](#) Will Present | [Group 5 & 6](#) Will Critique

Case announced on [Oct 24](#)

Session 10 (21 Nov 2022)

Group Presentations [Part B](#)

[Group 3 & 4](#) Will Present | [Group 1 & 2](#) Will Critique

Case announced on [Oct 31](#)

Session 11 (28 Nov 2022)

Group Presentations [Part C](#)

[Group 5 & 6](#) Will Present | [Group 3 & 4](#) Will Critique

Case announced on Nov 7

Course review and wrap-up: Attending the session is highly recommended since the students can have a brief review of the course and important concepts. The format and requirements of the Final Test will be reviewed.

Session 12 (05 Dec 2022)

Final Exam, 7-10pm, Open Book

COURSE POLICIES

All students are expected to familiarize themselves with the following information:

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

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their 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

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 your instructor 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 (or 21 days) before the scheduled test/exam to arrange.

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 special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the

instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

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 Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. 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 academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, 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.

- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [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](#).