School of Administrative Studies
Faculty of Liberal and Professional Studies

AP/ADMS 2310 3.00

BUSINESS STATISTICS THROUGH APPLICATIONS

DO YOU TRUST WHAT YOU SEE?

WINTER 2023

Live Zoom Classes Only

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As Socrates teaches us, when this happens
– when our own definitions produce results that seem intuitively wrong to us –
it's because we're not aware of what we really think
~ David Graeber (1961-2020)

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Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region (LA&PS Land Acknowledgement).

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1. Overview: Learning Statistics

You will find the course different from courses you have taken before. The course is an applied statistics course that requires students to analyze real data in class.

Many students might think they can't do math so they are anxious to learn statistics. This course teaches data analysis like a language instead of math. The reason is that all students can function in at least one language. On math, even those who think they can't do math might actually be able to do so but they just don't know it yet. But that would be for another course.

The "language" the course teaches with is Stata [https://www.stata.com]. The ability to use Stata, a professional statistical software, can help students get jobs. Learning Stata is not as hard as learning R. But it is a lot harder than learning Excel. Prior programming experience is not required.

For BUSO students, ADMS 2310 is one of the many approved statistics courses but not "the recommended" statistics course. "SC/MATH 1532 3.00 is the recommended statistics course for BUSO majors." See p. 6 of the BUSO calendar at https://www.yorku.ca/laps/sosc/wp-content/uploads/sites/216/2022/06/2022-2023-BUSO-Calendar.pdf.

Here's the synopsis of the course on my university academic page: "The Winter 2023 course of Business Statistics Through Applications would seek to unravel the blind faith in data analysis and take on seemingly scientific misinformation and disinformation." For my teaching philosophy, see https://profiles.laps.yorku.ca/profiles/thwong/.

If you read my academic page and maybe even my twitter feed, you will find that I have a particular point of view. Of course please feel free to decide whether you agree or disagree with it or not. If you agree with it, I would very much hope that you will enjoy learning how to put theory to practice. More importantly, if you disagree with it, I would very much hope that you will enjoy learning how to learn from a point of view that is different from yours. After all, that's what university is for.

For the Winter 2023 version of the course, data related to the Fraser Institute's claims on economic freedom will be used. You will learn how to collect the data, develop the dataset and perform data analyses using Stata. If everything works out, you will be able to pierce the veil of disinformation and misinformation concerning the claims about economic freedom at the end. The data sources you will use will include https://www.fraserinstitute.org/studies/economic-freedom, http://wdi.worldbank.org/table and https://worldhappiness.report.

The course is designed for students who want to learn to become independent lifelong learners. The content in the Academic skills folder on eClass is useful for students to think about what they can do as learners.

No class is designed to be missed. Given the course design as well as the protection of privacy of all involved, the course will not be recorded as not attending any class defeats the academic purpose of

the course. In each class students will be asked to make specific submissions following specific submission protocol within a small window of a minute or two.

Given past experiences, students who attend all classes in full, do all the in-class work properly as required and all the after-class work properly as required will more likely or not on the balance of probabilities be given a B.

2. Learning Outcomes: Learning to Get the Best Available Version of the Truth From Data

The learning outcomes could be transformative if students want them to be, no matter what the subject of a course is. Being held hostage in the quagmire of post-truth delusions, we could safeguard a scintilla of hope that whatever that is left of our idealism is not destined for demolition by daring ourselves to ask: does it have to be this way? If students are willing, at the end of our time together, students would be able to ask the tough questions needed in challenging the status quo.

The course is an introductory course about applied statistics, but it is about a lot more than that. You will learn how to use Stata to run some simple analyses and to visualize data. More importantly, you will learn statistical literacy for self-defense in this post-truth age.

At university you learn to become not only a productive employee but also an informed and responsible citizen. Like university studies in general, the course is designed to develop your capabilities in critical thinking, information literacy, effective communication as well as your sense of your responsibility.

Critical thinking. A big challenge in your daily experience is to live with ambiguity. The world is not neatly organized, and it won't organize itself for you. But you can make sense of what you initially see as disorganization for yourself if you want to. Hopefully this course will give you ample opportunities to learn to face the messy world.

Information literacy. In our society another big challenge is to live with information overload. The massive information flow does not come with navigation manuals or come in handouts or PowerPoint slides. But you can separate the signals from the noises if you want to. Hopefully this course will give you ample opportunities to learn to separate the good information from the bad information.

Effective communication. Whether some ideas become entrenched often rests on how they are argued. Agenda setting is cruel as at times the most compelling arguments beat the most sensible ideas. But you can be precise and concise in making your arguments if you want to. Hopefully the

course will give you ample opportunities to learn to cut to the chase.

A sense of your responsibility. The purpose of university education is to enlighten, not to indoctrinate to conform. Sadly, nowadays our society allows university education to become just a big broken promise. But if you want to, you can help make things right by working hard to be responsible. You can start to learn to become responsible learners by solving the problems you are asked to solve on your own rather than just giving up and asking others to solve them for you. Hopefully the course will give you ample opportunities to learn to nurture your sense of responsibility.

On how to pursue the above learning outcomes in this course, here are three actionable suggestions:

- *Pay attention.* Once you start paying attention, many seemingly unanswerable questions will end up as obtainable information that you can look up.

- *Prepare relentlessly.* Students are expected to do most of their work outside the classroom both before and after class, and they are expected to demonstrate their outside work with their engagements inside the classroom.

- *Own it.* When you have a problem, look for the solution. Whenever something does not go your way, ask "What have I done wrong and how can I do better?

Your course grade is just a reflection of your performance in the course. A grade is just a grade. In five years no one will care about what you get as a student in this course. But people do care who you are as a human being — whether you care not only about your own self-interests but also about others' well-being.

Students will earn the grades they get and will get the grades they earn. Thus, students are expected to take full responsibilities for studying and keeping up with the fast pace of the course. No special consideration will be given to students who don't get the grades they want due to reasons not required to be considered by university policies. Students shouldn't negotiate for marks they didn't earn, and all academic queries on marks if warranted should be made on solid academic grounds supported by evidence. For example, claiming that you have worked very hard or you have never received such a low grade won't be sufficient. By the same token, claiming that you need such a grade to advance to the next level, keep your scholarship or graduate or get a job won't be sufficient either.

3. Course Materials: Basic Tools

No one can predict the future accurately but we all could learn from the past to not only understand the present but also make an educated guess about the future. In working through the course materials, students will gain a sense of the convergence of the past, the present and the future.

Students are required to make good use of the following:

- **Stata/BE [student license in US$ for six months]**
- **Introductory Business Statistics [free Kindle textbook for students' own reference at home]**
- **The Playbook: How to Deny Science, Sell Lies, and Make a Killing in the Corporate World [the designated Kindle book in C$ for reading diary as specified in Section 5]**

4. Teaching Approach: Use What It Is to Probe What It Could Be

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Info provided by LA& PS

Using Zoom
Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on Zoom Privacy and Security provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

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

- Student Guide to eClass
- Zoom@YorkU Best Practices
- Zoom@YorkU User Reference Guide
- University Information Technology (UIT) Student Services
- Student Guide to eLearning at York University

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The course focuses on making sense of statistics rather than solving something to compute something or proving some equations to come up with more equations. The course is designed to empower you to develop your statistical literacy in your own way as a lifelong learner.

In the course, we will learn statistical literacy by doing in each class. Each step will build on prior steps in real time, and each class will build on prior classes in real time. Given the pace of the course, students missing any class will be at their own peril no matter how hard I try to accommodate their absence.

In addition to using Stata, for security purposes all students are required to use their York University email accounts perhaps through Outlook for all course correspondences [all York students can download MS Office for free at **https://yuoffice.yorku.ca**; you don't need to log into, for example, MS Word to use your downloaded MS Word]. All emails should be sent to **taxlaw@yorku.ca**. At times functions follow forms. The subjects of all your course correspondence must be sent from your yorku.ca account and must start with "2310-(your last name)-(your first name)-(your student ID)- …". The "-" is a hyphen.

Students are expected to learn to find answers on their own. If after exhausting all avenues you still think you cannot find answers on your own please follow the course email protocol as stated above to send an email to **taxlaw@yorku.ca**. If you don't get any non-automatic reply within 72 hours, you should assume that you are expected to have the capability to find your answer on your own.

I am eager to talk shop all the time. But to make sure that any academic discussion with any student will be shared with all students in the course so all students can benefit from it, please follow course email protocol to email the questions to taxlaw@yorku.ca so I can incorporate your wonderful contributions into the development of our course for all students. I am confident that such an approach is more conducive to learning than, let's say traditional office hours, given the design of the course.

5. Evaluation: Less is more

The evaluation focuses on what students are expected to learn in university studies information literacy, critical thinking and effective communication as well as responsibility.

All students will be graded and ranked in comparison to their peers.

Given past experiences, students who attend all classes in full, do all the in-class work properly as required and all the after-class work properly as required will more likely or not on the balance of probabilities be given a B.

Tentative marks of the Reading Diary (see 5.2 below) will be posted on eClass by the drop date.

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Course Evaluation Table Format as per LA & PS template

Assessment	Due date	Weight %	Course Learning Outcome
Two short Stata do-files	7 am EST of the Wednesday before the specified deadline Friday class to taxlaw@yorku.ca following specific submission protocol	20%	Learn to use Stata
Reading Diary	11.59 pm EST of Saturday March 4, 2023 to taxlaw@yorku.ca	40%	Develop a learning habit
Capstone Project Stata do-file	11.59 pm EST of Tuesday April 11 to taxlaw@yorku.ca	40%	Demonstrate the use of Stata in data analysis
		100%	

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A final letter grade for the course will be based on the following. For grading info, see https://calendars.students.yorku.ca/2022-2023/grades-and-grading-schemes.

5.1. Two short Stata do-files (20%).

5.1.1. Students are randomly assigned to prepare two short Stata do-files that show that they are learning to use Stata to be submitted following very specific submission protocol in two classes.

Students cannot choose the topic or the class for submissions.

5.1.2. **The random assignment will be made available by the start of Class 3 on eClass.**

The topic and related info of the exercise will only be discussed in the class before the deadline class. For example, on the topic for a Stata do-file to be submitted in Class 4, the topic will be discussed in Class 3.

The topic and related info will not be sent to students via emails, and the topic will not be posted on eClass. Any such query will be added to the records of the sender of the query, but it will not trigger any non-automatic response.

5.1.3. **Students must use their yorku.ca email accounts to send their Stata do-file as an attachment by 7 am EST of the Wednesday before the Friday class to taxlaw@yorku.ca**.

For security reasons, emails sent from accounts other than one from yorku.ca will not be opened and thus graded.

Submissions sent to any account other than the designated submission account will not be graded.

No late submission can be graded.

Neither typing the designated email account wrong nor experiencing internet outage would be accepted as an excuse for late submission.

No deferral or extension or substitution will be granted. To be fair to all no exception can be made.

5.1.4. Each submission must use the following format for both the email subject line and the filenames 2310-[last name]-[first name]-[student number]-[class number].

For example, if your name is Kamala Harris and your student number is 123456789, and you are required to make your 5.1 submission for Class 4, your email subject line and your filename for your .do must be "2310-Harris-Kamala-123456789-Class 4." There are four hypens.

Submissions without the required subject line and filename cannot be graded.

Each student must only make one submission for each of the assigned two classes.

Normally the submission must contain only one Stata do-file unless otherwise noted.

A Stata do-file that cannot by run properly cannot be graded.

Any other submission in any other format cannot be graded.

Given the students' local computing setup, a submission may or may not trigger an auto-response.

To ensure the submission is made, students should copy their submissions to their yorku.ca email accounts.

Submissions that do not follow the very specific submission protocol to be provided in class and in class only cannot be graded.

5.2. Reading diary (40%).

5.2.1. Students are required to read a part of the designated Kindle book everyday starting from Class 3 and log their daily thoughts in the designated Excel file available on eClass.

The exercise will be discussed in Class 3.

The info will not be sent to students via emails, and the info will not be posted on eClass. Any such query will be added to the records of the sender of the query, but it will not trigger any non-automatic response.

The designated book is listed in Section 3. Students should buy the Kindle version, even for students who prefer to read in any other format.

Every day means every day starting from Class 3.

The Excel file provided on eClass must be used.

Students can use the free mobile Kindle app to read and use the free desktop Kindle

app to make entries to the Excel file.

5.2.2. **Students must use their yorku.ca email accounts to send their diary by 11.59 pm EST of Saturday March 4, 2023 to taxlaw@yorku.ca**.

For security reasons, emails sent from accounts other than one from yorku.ca will not be opened and thus graded.

Submissions sent to any account other than the designated submission account will not be graded.

Neither typing the designated email account wrong nor experiencing internet outage would be accepted as an excuse for missing submission.

Each submission must use the following format for both the email subject line and the filename of the .xlsx 2310-[last name]-[first name]-[student number]-diary.

For example, if your name is Kamala Harris and your student number is 123456789, your email subject line and your filename for your diary submission must be "2310-Harris-Kamala-123456789-diary." There are four hypens.

Submissions without the required subject line and filename will not be graded.

Each student must only make one submission.

The submission must contain one .xlsx only.

Any other submission in any other file format like PDF or Pages or MS Word cannot be graded.

Given the students' local computing setup, a submission may or may not trigger an auto-response.

To ensure the submission is made, students should copy their submissions to their yorku.ca email accounts.

Any .xlsx that cannot be opened will be given 0 mark.

5.2.3. Normally late submission will not be graded. To help reduce the stress levels of students, a discretionary decision is made to grade some but not all late submissions.

If a submission arrives after 12 am EST March 5, 2023 but before 1 am EST March 5, 2023, the submission will be graded with a 30% penalty. That means if such a submission earns 50 marks, the 30% penalty will be 15 marks, and the marks recorded will be 35 marks.

If a submission arrives after 2 am EST March 5, 2023 but before 3 am EST March 5, 2023, the submission will be graded with a 60% penalty. That means if the submission earns 50 marks, the 60% penalty will be 30 marks, and the submission marks recorded will be 20 marks.

If the submission arrives after 3 am EST March 5, 2023, the submission will be given 0 mark.

Submissions that do not follow the very specific submission protocol to be provided in class and in class only cannot be graded.

5.3. Capstone project (40%).

5.3.1. Students are required to prepare a Stata do-file to answer a specific research question.

Students cannot choose the research question.

The project info will be discussed in Class 7.

The info will not be sent to students via emails, and the info will not be posted on eClass. Any such query will be added to the records of the sender of the query, but it will not trigger any non-automatic response.

5.3.2. **Students must use their yorku.ca email accounts to send their capstone project by 11.59 pm EST of Tuesday April 11 to taxlaw@yorku.ca.**

For security reasons, submissions sent from accounts other than one from yorku.ca cannot be graded.

Submissions sent to any account other than the designated submission account will not be graded.

Neither typing the designated email account wrong nor experiencing internet outage would be accepted as an excuse for missing submission.

Each submission must use the following format for both the email subject line and the filenames 2310-[last name]-[first name]-[student number]-captsone.

For example, if your name is Kamala Harris and your student number is 123456789, your email subject line and your filename for your .do must be "2310-Harris-Kamala-123456789-capstone." There are four hypens.

Submissions without the required subject line and filename will not be graded.

Each student must only make one submission.

The submission must contain only one copy of the required Stata do-file.

Any do-file that cannot be run properly will be given 0 mark.

Any other submission in any other file format like PDF or Pages or MS Word cannot be graded.

Given the students' local computing setup, a submission may or may not trigger an auto-response.

To ensure the submission is made, students should copy their submissions to their yorku.ca email accounts.

5.3.3. Normally late submission will not be graded. To help reduce the stress levels of students, a discretionary decision is made to grade some but not all late submissions.

If a submission arrives after 12 am EST Wednesday April 12, 2023 but before 1 am EST Wednesday April 12, 2023, the submission will be graded with a 30% penalty. That means if such a submission earns 50 marks, the 30% penalty will be 15 marks, and the marks recorded will be 35 marks.

If a submission arrives after 2 am EST Wednesday April 12, 2023 but before 3 am EST Wednesday April 12, 2023, the submission will be graded with a 60% penalty. That means if the submission earns 50 marks, the 60% penalty will be 30 marks, and the submission marks recorded will be 20 marks.

If the submission arrives after 3 am EST Wednesday April 12, 2023, the submission will be given 0 mark.

Submissions that do not follow the very specific submission protocol to be provided in class and in class only cannot be graded.

6. Tentative Schedule: Learning by doing

Again, students are expected to learn by doing in real time in class. Please note that each class builds on the previous one so all students need to attend all classes in full.

The tentative class schedule is as follows:

Module I: Taking on empirical challenges

Jan. 13 Class 1: Analyzing real data

Jan. 20 Class 2: Using Stata

Module II: Asking tough questions

Jan. 27 Class 3: Understanding the claims of economic freedom

Feb. 3 Class 4: Exploring economic freedom in light of other democratic indicators

Feb. 10 Class 5: Exploring the claims of economic freedom in light of taxation

Feb. 17 Class 6: Exploring the claims of economic freedom in light of some policy indicators

Module III: Finding illuminating answers

Mar. 3 Class 7: Exploring taxation and the economy

Mar. 10 Class 8: Exploring taxation and economic justice

Mar. 17 Class 9: Exploring taxation and social justice

Mar. 24 Class 10: Exploring taxation and environmental justice

Module IV: Reaching sensible conclusions

Mar. 31 Class 11: Exploring taxation and life

Apr. 7 Class 12: Debunking economic freedom

[THE FOLLOWING PAGES ARE INFORMATION SUPPLIED BY LA & PS]]

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.

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.