

Practicum in Public Administration

PPAS 4995 6.0 A
2025-2026 Fall/Winter (SEMR)

Course Information

Course Instructors: Dr. Peter Constantinou and Professor Fausto Natarelli

Course Days and Time: Designated Mondays 4:00pm - 7:00pm

First Class: Monday September 8, 2025

Class Location: To Be Announced (TBA)

eClass: <https://eclass.yorku.ca/course/view.php?id=139575>

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 cared for 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.

Course Overview

Course Description

Public Policy and Administration (PPA) students in their fourth year may take an independent, individually supervised reading and research course which combines volunteer work experience in a government department/agency, or a nongovernmental organization interacting extensively with government, with an academic analysis of that experience. Students work as a volunteer in an agency approved by the Course Director the equivalent of a full day per week (about 7.5 hours) over a period of September/October to March/April. Enrolment is subject to agreement with the placement agency and the Course Director.

Pre-Requisite: AP/PPAS 3190 6.0, Public Administration

Note: Enrolment in this course is on a competitive basis and by permission only. [Please see Admittance to the Course section below for more detail.](#)

Course Learning Objectives

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

- Explore public sector career alternatives prior to graduation.
- Integrate theory and practice in real work experiences.
- Assess interests and abilities in their field of study.
- Learn to appreciate public sector work and its role in society and in the economy.
- Develop an understanding of public sector work expectations, habits and attitudes necessary for public sector job success.
- Develop communication, interpersonal and other critical public sector job skills.
- Build a record of work experience.
- Foster positive relationships with colleagues and supervisor(s).

Course Organization

Admittance to the Course

Due to the limited number of placement opportunities, entrance to the course is on a competitive basis. Priority is given to students in the Public Administration Honours or Specialized Honours programs with strong grade point averages. Students register their interest in the practicum by filling out the School of Public Policy and Administration (SPPA) online course waiting list at <https://www.yorku.ca/laps/sppa/undergrad/waitlist-request-form/> and are asked to submit a resume. Students who qualify are invited to an interview with the Course Director and Course Instructor. The admittance process also includes a written assignment. Students are notified regarding permission to enroll in the course with the completion of the interview phase.

Course Format and Organization - Volunteer Work Placement

The Course Directors will maintain an ongoing dialogue with students throughout the placement process and because of the specific nature of discussions, conversations about individual placements are managed one-on-one via phone/videoconferencing, and email as appropriate/necessary.

The entire class meets in-person on five occasions (please refer to the Course Schedule below for specific dates), four instances in the fall term and two instances in the winter term. The classes are intended to be a forum to discuss the placement experiences and ideas/research for the major paper. Each student is expected to participate fully in these discussions, in hopes that bringing individual experiences and the work of their placement agency forward, others will gain a sense for the work of the public sector and the issues that these organizations face. It is fully expected that the Course Directors will work one-on-one with students in support of their major paper expectations and any specific placement issues that may arise.

The Course Directors will present students with a range of work placements in a public sector agency (typically in the provincial, regional or municipal sector) and these opportunities may vary from any given school year subject to collaborations secured. Work placements may be virtual/remote, in person or hybrid. Work placement organizations are implementing return to work policies. Confirmation of placement engagement (virtual/remote, in person or hybrid) will occur at the start of the school year. While students are encouraged to select from pre-arranged

placements, where significant interest lies in another area or organization, the Course Directors will try to accommodate the student's interest in securing a placement opportunity.

Instructor Office Hours and Communication Guidelines

Teaching Team

Dr. Peter Constantinou is one of Canada's leading practitioner-academics and an award-winning university lecturer. Peter has spent more than a decade as a civil servant at the federal and provincial levels of government, as Chief of Staff to the Ontario Minister of Education and Training, as a lobbyist in the college/ university sector, and as an academic. He has been teaching in the School of Public Policy and Administration at York University for over 25 years. He regularly provides advice and training to governments around the world and has completed over 480 projects with governments in China and is currently providing advice and training to the International Finance Corporation of the World Bank in Ghana and Peru. He holds a Ph.D. in Higher Education from the University of Toronto, a MA and BA in Public Policy and Administration from McMaster University and York University respectively.

Professor Natarelli is an Adjunct Professor with the York University School of Public Policy and Administration teaching undergraduate and graduate students theories and concepts as well as his practical experiences in public policy and administration, leadership and human resources. Prior to joining York University, he was a distinguished provincial, regional municipal senior public servant. Over the course of his public service career, he held progressively responsible roles in strategic planning, policy and operational policy development, executive support, communications planning, issues management and media relations. Professor Natarelli concluded his public service career leading the development and delivery of large, complex transportation capital projects.

Office Hours and Course Communications

Office hours are flexible, made by appointment only and will occur via video conferencing or telephone. Dr. Constantinou can be reached by email at peter.constantinou@rogers.com or by cell phone at (647) 278-8790. Professor Natarelli can be reached by email at natarel1@yorku.ca or by cell phone at (416) 803-9092. The Course Directors will regularly respond to student emails according to the following email policy:

- Students are asked to email both Course Directors on each communication.
- Students are asked to use a single email account throughout the duration of this course for greater likelihood of timely and problem-free email interactions. It is strongly recommended your York University assigned email account be used for all school related interactions.
- Responses to student emails will be provided from Monday to Friday generally between 8:00 AM and 8:00 PM. Normally, there will be no email response on the weekends. If you are experiencing an emergency, please include 'URGENT' in the subject line of your email.
- Responses to student emails will be provided generally within 48. Please wait 48 hours before sending an identical email to the Course Directors.
- Where multiple emails occur related to the same topic, students are to preserve the email string in their communication to maintain information continuity.

Required Course Materials

Course Readings

There are no required texts or reading kits for this course. Students are expected to collect research appropriate to their major paper topic and in consultation with the instructor, via approval of the research paper proposal.

Recommended Readings

Reading Material	Availability	Cost
Eddy, S., and Gossett, C. (Fall 2016). <u>Millennials And Public Service Renewal: Introduction on Millennials and Public Sector Motivation</u> . Public Administration Quarterly. Vol. 40(3), p. 412-428.	OMNI York University Libraries and Course eClass WebPage	Not Applicable
Fedorko, J. (2006). <u>The Intern Files: How to Get, Keep, and Make the Most of Your Internship</u> . Simon & Schuster	Amazon.ca	\$16.99
Glenn, T. (2012). <u>The State of Talent Management in Canada's Public Sector</u> . Canadian Public Administration. March, Vol. 55(1), p. 25(27).	OMNI York University Libraries and Course eClass WebPage	Not Applicable
Gower, R. and Mulvaney, M. (2012). <u>Making the Most of Your Internship: A Strategic Approach</u> . Sagamore Publishing.	Amazon.ca	\$251.80
Harvard Business Review. (2013). <u>Guide to Managing Up and Across</u> . Boston: Harvard Business Review Press.	Peter F. Bronfman Business Library Bronfman Stacks	Not Applicable
Hobby, P. (2007). <u>Managing in the Public Sector: How Do Public Sector Challenges Differ from Those in the Private Sector, and What Professional Skill Sets Are Needed to Provide Effective Solutions?</u> The Public Manager, Winter, Vol. 36(4), p. 78(5).	OMNI York University Libraries and Course eClass WebPage	Not Applicable
Sweitzer, H. and King, M. (2019). <u>The Successful Internship: Personal, Professional and Civic Development in Experiential Learning</u> . Fifth Edition. Cengage Learning.	Amazon.com	\$57.94 (\$US)
Baglione, Lisa A. 2012. <u>Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods</u> . Second Edition, Saint Joseph's University, ISBN 9781608719914	OMNI York University Libraries Online and Scott Library Reserves	Not Applicable

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) where students will interact with the course materials, the course director/TA, as well as with each other.

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

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [eLearning Getting Started \(LA&PS eServices\)](#)
- [Student Guide to Remote and Online Learning](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page or write to askit@yorku.ca.

Course Evaluations

Course Evaluation Chart

Assessment	Value	Due Date
Research Paper Proposal, Thesis Statement and Bibliography	15%	November 14, 2025 (5:00 pm Toronto Time)
Research Paper	40%	January 23, 2026 (5:00 pm Toronto Time)
Reflective Summary	5%	March 27, 2026 (5:00 pm Toronto Time)
Evaluation by Placement Supervisor	40%	April 2, 2026
	100%	

Assessment Descriptions

Research Paper Proposal, Thesis Statement and Bibliography

It is important to pick a topic for your final paper. The purpose of this assignment is to have you pick a topic and think about your thesis statement – what you will argue in your paper. You are welcome to pick any topic related to **Canadian public administration, NOT Canadian public policy**. The assignment should include the following:

1. An introduction that tells the reader something about the topic, why it is a problem or relevant today.

2. A clear research question that your final research paper will attempt to answer in a persuasive way.
3. Your thesis. What the paper will argue. I would like to see the following phrase “This paper will argue that ...” in your paper.
4. An outline of the principal sections of your paper and the arguments that you will likely present in each section.
5. Bibliography – List of at least 10 academic sources – peer reviewed journal articles and books and government documents. You should not be using newspaper or magazine articles or websites.

The Research Paper Proposal must be 3 pages in length (double spaced, 12-point font, using standard margins, APA style formatting for references); excluding cover. It is expected the Research Paper will rely on these references, so students should be mindful of the relationship between these two assignments. The references may change as research progresses; however, the initial references are required to demonstrate that students have conducted some research and that acceptable sources are available. The Proposal will be reviewed and graded expeditiously affording students the feedback they need to advance their research and complete the Research Paper in a timely manner. Grades will be deducted for typos and other grammatical errors. It is recommended the paper be read and edited by someone else before it is submitted for evaluation.

The bibliography section should include - at a minimum - 10 sources of information related to your selected topic. These sources can only be academic journal articles, academic books, government documents that include reports, position papers, policy statements, and so on. You cannot use non-peer reviewed sources. The paper proposal, thesis statement and bibliography assignment should be no more than five pages long, single spaced. Be sure to use APA Style for all referencing. The topic must be pre-approved by the Course Directors in advance of starting the assignment.

Research Paper

The research essay must focus on an aspect of public administration, not public policy. Topics must be approved by the course instructor prior to beginning your research through the research proposal. Papers that have topics that have not been approved in advance of the paper due date will not be accepted. The research essay must be a minimum of 20 pages in length (5,000 words = 250 words per page, double spaced, not including cover page, table of contents, graphs, charts, tables, and bibliography) using 12-point font and standard one-inch margins. The research paper must be professional in all aspects. The essay should include the following:

- Title page (title of paper, author’s name and student number, professors’ names, course number and date).
- Introduction.
- Research question.
- Thesis statement.
- Body of the essay – arguments supported by evidence and research from the literature.
- Recommendations (as may be appropriate) and conclusion(s).
- References (APA Style).

The Research Paper must have page numbers. The research essay must be a holistic work that demonstrates considerable research, writing and thinking. Grades will be deducted for typos and other grammatical errors. You must have the paper read (edited) by others before submitting it. You must cite the sources that you have used, using APA Style.

Reflective Summary

Students will be asked to reflect on their placement experiences by way of a three-page (double-spaced, 12-point font) approximately 750-word summary. The summary is to respond to questions provided by the Course Director early in the winter term. Students are to convey your reflections on any three of the following:

- 1) How has the experience informed your thinking of public service as a career aspiration?
- 2) What have you observed through the experience about the nexus of theory and practice of public policy and administration?
- 3) In what way has your appreciation of public sector work and the role it can play in society and the economy been affected?
- 4) Can you say that because of your experience you have a better understanding of public sector expectations, habits, and attitudes necessary for a successful career in the public service? if so, in what way(s)?
- 5) Are you able to identify how your communication, interpersonal and other key skills have been augmented or strengthened because of the practicum experience?
- 6) How has the experience contributed to a strengthened network of relationships with either your placement supervisor or colleagues?
- 7) Knowing what you know now, with the benefit of the experience, how might you approach a future work opportunity to contribute to the organizations' business objectives more rapidly and effectively?

How to Submit Assessments

Assessments are to be submitted by eClass upload link unless indicated otherwise.

Late Work Policy

All assignments are expected to be handed in on time. If you expect to have difficulty in completing an assignment on time, please discuss this with the course director. Otherwise, a late penalty of 10% per day will be strictly applied – no exceptions.

How to Use Citations in this Course

[Text]

Resources to help with citations:

- [I need to cite and reference, Learning Commons](#)

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

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	40-49	Marginally Failing
F	0	0-39	Failing

Re-grading Policy and Procedure

If, after looking over the written comments of the Course Director, and the marks you have received, you feel that your work deserves re-consideration, you must observe the following procedures:

- Create a typed note containing the following: (i) your name, (ii) your Student Number, (iii) the criteria against which you believe you have been graded incorrectly, and (iv) an explanation of why the course director has overlooked or misunderstood your exam's merits, or as reacted too severely to your exam answers' shortcomings.
- Submit your note via email to your professor. Handwritten submissions will not be considered.
- Re-grading will be based only on what you submit in writing.

- Your professor will re-grade the entire written material. Re-grading means that your answers will be re-evaluated, and a new grade may be assigned. This means that it is possible to lose marks as well as to gain marks through re-grading.
- Please do not submit your written request for re-grading to your professor unless you are confident that a grading error has occurred. Re-graded materials will be made available to you as expeditiously as possible and no later than two weeks from receipt of the written request.

Addition Errors

If there is an error in the arithmetic calculation of your mark advise your professor by email immediately. Indicate what you think the total should be. Return this within two weeks of receiving the original grade. Addition errors will not be considered after two weeks.

Course Schedule

Important Dates

Explore the York University [Academic Calendar](#) to find a list of important dates, such as class start/end dates, drop deadlines, holidays and more.

Weekly Course Schedule

Course Schedule

The number of meetings/sessions involving the entire class will be limited as the focus of the course is centred primarily on the practicum placement arrangements. Attendance at the following meetings/sessions is mandatory:

Session	Session Date	Focus
1	September 8, 2025	Course Overview, Orientation and Placement Administration
2	September 15, 2025	Fundamentals of Writing a Paper in Public Administration
3	October 20, 2025 Via Zoom (TBC)	Briefing Note Writing Simulation
4	January 12, 2026 Via Zoom (TBC)	Placement Status and Updates (Class followed by Individual Student Updates as May Be Needed)
5	March 2, 2026 Via Zoom (TBC)	Preparations for Placement Sunset (Class followed by Individual Student Updates as May Be Needed)

Making the Most of Your Practicum Placement

Practicum placements are an opportunity to learn and gain new skills. You should set goals and milestones to assess your progress and achievements. Discuss these goals with your supervisor and discuss areas of improvement and learning outcomes. You are encouraged to approach your supervisor if you have particular interests or want to learn more about a role or function. This is an opportunity to test a potential career option and the more you expose yourself to, the better assessment you can make.

Keep an inventory of everything you learn and undertake, this way you will have new skills and qualifications to add to your resume and discuss in future interviews. This will also assist with the preparation of your reflective assignment.

Orientation Checklist for Students

Some practicum supervisors will provide some formal orientation and others will be more informal. By the end of your first day, or after your orientation session, you should know most of the following:

- Your supervisor's name, title, phone number, and email address.
- Start and end times for your work sessions.
- Lunch and break policies.
- Who to contact if you will be late or absent.
- Access to the workplace network including an email account and what equipment you may use and/or be provided with.
- Any codes or username/passwords, access to VPN applications for remote access, you will need to perform your role or access equipment.
- Assuming access to the workplace has been restored, eating areas (are you allowed to eat and drink at your desk or in a public space?)
- The organization's office address, mailing address, phone number.
- Reference materials, libraries, manuals which you are allowed to use.
- Employee access to the facility (times, keys, etc. assuming access to the workplace has been restored).
- Parking facility for your car (if driving).
- Phone policies.
- How to request assistance and from whom.
- How to access supplies.
- Confidentiality policies.
- Punctuality & Attendance expectations.

By the end of September, or early October, your supervisor should be able to confirm with the student the placement assignment description as submitted to the Course Directors or an updated iteration. The placement supervisor should also indicate the desired outcomes along with supporting performance measures. Students are expected to treat their placement and internship as a regular job. You should be aware of schedules and your supervisor's attendance expectations. Report any absences to your direct supervisor as soon as possible – remember – they are expecting you to work that day and they need to know if you are unavailable because of

illness, etc. Makeup days should be scheduled to ensure all required hours are completed before semester deadlines.

Professional Dress

Before reporting for your first day of employment, be aware of the dress code of the organization. Practicum students must, at a minimum follow the same expectations of regular staff. That said, we recommend students dress in business attire to impress and demonstrate professional demeanor.

Working Remotely or From Home

Be sure to arrange your computer camera in a manner that is flattering with good lighting and appropriate, professional background so that your on-screen presence is professional and engaging. Consider each remote, or work from home engagement as an online job interview where you are selling yourself to a prospective employer.

Accountability and Conduct

- Be productive and meet deadlines.
- Collaborate rather than compete.
- Be encouraging and helpful to others, always offering to go the extra mile.
- Be flexible, versatile, and able to adapt to change.
- Make good decisions and ask for advice if unsure.
- Be attentive and confident in yourself but ask your supervisor to clarify instructions if you are unsure of how to follow through on an assignment.
- Demonstrate enthusiasm.
- Above all, utilize this as a learning experience. Take notes, listen actively, and show a willingness to learn and eagerness to excel.

Confidentiality

You are expected to share relevant and appropriate information about your placement and internship experience in a classroom setting. You should always maintain confidentiality and be sensitive with private organizational information. You may sign a confidentiality agreement as a condition of your placement.

Practicum Placement Communications

Be very aware of how you communicate with others in a professional setting. Avoid every inclination to use short forms or lingo in professional communication forms, such as emails and letters. Always address the person in writing with Hello or Dear and always sign an email or letter with Best Regards, Sincerely, or Thank you. When communicating in person, remember that you are speaking to a professional, and you should conduct yourself accordingly.

Conflict Resolution

Always maintain professionalism. If you cannot resolve the conflict on your own, follow these guidelines:

1. Speak to your supervisor in a professional and calm way.
2. Have a clear sense of the problem and present a possible solution.
3. If you are uncomfortable approaching your supervisor, do not hesitate to contact the Practicum Course Directors at any time for advice.

Expectations for the Wind Down of the Placement

Students are expected to meet with their supervisor as the term comes to an end. You are to provide your supervisor with any required documentation they may need in order to complete assignments and tasks. This material will also be of value to your supervisor in the preparation of an evaluation of your performance. Submit the required documentation to your employer well in advance of your exit meeting. Your supervisor should review their evaluation with you and provide you with the documents.

Be sure to thank your supervisor for the opportunity. If you think you would be a candidate for opportunities within the organization, be sure to express your interest and ask to be informed should any opportunities arise. Above all else, be sure to leave on a positive note.

Course Policies

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

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

Academic Integrity

Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable [on-campus resources](#) that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Conduct](#). You can learn more about upholding academic integrity in your courses by exploring [SPARK: Academic Integrity Module](#), [LA&PS Academic Honesty](#) and [Academic Integrity for Students](#).

Generative Artificial Intelligence (GenAI)

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created (in whole or part) through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Conduct](#). Using AI apps

such as ChatGPT, GPT-3, DALL-E, translation software among others to complete academic work **without your instructor's knowledge or permission**, is considered to be a breach of academic honesty. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

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

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

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

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

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

Student Support and Resources

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your 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.
- [Centre for Indigenous Student Services](#) offers a community space with academic, spiritual, cultural, and physical support, including writing and learning skills programs.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) 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.
- [Peer Mentorship](#) helps students transition through their first year by connecting them with upper-year students. The mentors can help find supports and resources. They also lead a community hub on campus.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).