YORK UNIVERSITY
Faculty of Liberal Arts and Professional Studies
School of Administrative Studies

AP/ADMS 4010 A – Organization and Administrative Theory
Fall 2025

Course Information

Course Instructor: Dr. Farshid Shams
E-mail: fshams@yorku.ca
Office Hours & Location: By appointment via email (flexible)
Course Time & Days: Tuesdays 4:00-7:00 PM
Class Location: ACW008

Course Overview

The aim of this course is to provide an introduction to the study of organizations by using a macro perspective, taking organization as the main unit of analysis. Organization theory is an evidence-based sociological approach that has developed from scholars' systematic study of organizations. It includes a broad range of topics such as the fundamentals of organizational structure, effective design for strategy implementation, designing organizations for social and environmental purposes, interorganizational relationships, the organization life cycle, innovation, change, power and politics. Moreover, the course introduces different theoretical perspectives such as institutionalism, population ecology and resource dependence. An in-depth appreciation of these theories and concepts is essential for organizational leaders who intend to direct various types of organizations in today's unprecedented and turbulent business environment.

The concepts and theories we discuss are intended to develop your ability to understand and discuss the dynamics of organizations and how organization design influences those dynamics. Cases will be used to apply the theory within the context of simulated decision-making scenarios.

Prerequisites: 1) For students in an Honours program, 78 credits including AP/ADMS 2400 3.00, or 2) for other students, a grade of C+ or better in AP/ADMS 2400 3.00.

Students are personally responsible to ensure that they have the required prerequisites as stated in the course outline or in the course calendar. Students who do not have the prerequisites are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites. Should students have any questions about the enrolment policy, please contact the School of Administrative Studies (Room 282, Atkinson Building). Instructors do not handle enrolment related issues. Due

to the nature of this course, permission for late enrolment beyond the add without permission date shall not be granted.

Course Learning Objectives

- To understand organization theory and its utility in managing modern organizations
- To learn a range of administrative techniques for directing an organization
- To understand the relationships between organizational structures, processes, environment and organizational lifecycles
- To experience working in teams to identify organizational problems and develop sound solutions
- To improve the ability to analyse and discuss business cases by drawing on relevant theoretical frameworks and concepts
- To practice 'organizing' by engaging in group activities

Course Format and Organization

- The format of the course is in-person lecture. It is, therefore, required that all students attend all of the sessions. Note that participation is beyond attending the class and students are expected to actively take part in class discussions and activities. They must follow the provided instructions to complete their assignments and submit them on time. Late submissions may result in losing marks.
- The eClass platform is the central hub where students can find the course materials and announcements.
- To meet with the instructor outside of class hours, students should book an appointment by sending an email. Meetings may be scheduled through Zoom.

Technical Requirements

A decent electronic device such as a laptop and a stable internet connection is needed to access the eClass frequently. Some students may choose to purchase/rent the electronic version of the textbook.

Using Zoom

Students shall note the following:
- Zoom is hosted on servers in the United States and Canada. Recordings done since May 4, 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.

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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](#)
- [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. For more specific assistance, please write to [askit@yorku.ca.](#)

Required Course Materials

- Textbook: **Daft, R. L. & Armstrong, A. (2022), Organization Theory & Design (4th Canadian Edition). Toronto: Cengage.** The digital version of text is $76.95

- Case studies (see the course schedule): You should purchase these cases online at https://www.iveycases.com/Default.aspx

Note: You are required to obtain a copy of the textbook. You may purchase a second-hand copy or buy/rent an electronic version (see the eClass). Older editions of the book are not acceptable

Optional Materials

- Hatch, M.J. (2018): Organization Theory: Modern, Symbolic and Postmodern (4th Edition). Oxford: Oxford University Press

- Clegg, S., Kornberger, M., Pitsis, T. and Mount, M. (2025), Managing and Organizations: An Introduction to Theory and Practice (7th Edition). London: Sage Publications

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Course Schedule: Weekly Readings and Activities

Week	Date	Content	Notes
Week 1	9 Sep	**Course Introduction and Overview (Organizations and organization Theory)**	Chapter 1
Week 2	16 Sep	**The External Environment, Strategy, Organizational Design and Effectiveness**	Chapter 2 & 3
Week 3	23 Sep	**Fundamentals of Organizational Structure** *Case: Australia And New Zealand Banking Group: The Agile Transformation (Ivey, # 9B20M006) – presented by* **Team 8**	Chapter 4 – Presented by **Team 1**
Week 4	30 Sep	**Designing Organizations for Social and Environmental Purpose** *Case: Southwest Airlines (Ivey, # A09130008) – presented by* **Team 7**	Chapter 5 – Presented by **Team 2**
Week 5	7 Oct	**Interorganizational Relationships** *Case: LOGINEXT: An Indian Start-up scales challenges in the GCC Region (Ivey, # ISB202) – presented by* **Team 6**	Chapter 6 – Presented by **Team 3**
Week 6	14 Oct	**Reading week- no class**	N/A
Week 7	21 Oct	**Organizational Size, Life Cycle, and Decline** *Case: Shikshaa Public School: Options for Growth (Ivey, # 9B21M045)* **–** *presented by* **Team 5**	Chapter 8 – Presented by **Team 4**
Week 8	28 Oct	**Midterm Exam**	(Chapter 1-6, and 8)

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Week 9	4 Nov	**Organizational Culture and Ethics** *Case: Leading Change: How Alaska Airlines Took Over an Industry Darling (Ivey, # UVABC0268) – presented by **Team 4***	Chapter 9 – Presented by **Team 5**
Week 10	11 Nov	**Manufacturing and Service Technologies and Digitization** *Case: IBM Transforming, 2012-2016: Ginni Rometty Steers Watson (Ivey, # 317046) – presented by **Team 3***	Chapter 10 – by **Team 6**
Week 11	18 Nov	**Innovation and Change** *Case: Mobileye 2021: Robotaxi and/or Consumer AV? (Ivey, # 721481) – presented by **Team 2***	Chapter 11 – Presented by Team 7
Week 12	25 Nov	**Conflict, Power, and Politics** Case: Fedore Cooperative: Effective Conflict Resolution and Decision Making (Ivey, # 9B17C026) – presented by **Team 1**	Chapter 12 – Presented by Team 8
Week 13	2 Dec	**Final Presentations** No lecture. All groups deliver presentation. Each group has about 10 minutes to present their analysis. Power Point slides should be submitted on eClass.	N/A

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Course Evaluation

Assessment	Due Date	Weight %	Course Learning Outcome
Participation and professionalism	Throughout the semester	10	Enhancing learning experience
Midterm exam	28 Oct	25	Theory and application
Teamwork –Team-led Sessions	See the course schedule	30	Practice teamworking and organising Knowledge sharing
Individual Experience Report	19 Oct	15	Application of theory
Teamwork-Final Report	2 Dec	20	Theory and application
Total		**100%**	

Assessment Descriptions

Participation and professionalism (10%)

Students must attend all the sessions and actively participate in both individual and group exercises. They should be prepared to discuss and debate the material in a knowledgeable, critical, and respectful manner. Asking appropriate questions and making comments will boost the learning experience. Participation will be assessed during the semester by the instructor. Students who miss classes will not be able to accrue any contribution marks. Students who come to class but do not actively engage, and those who come late/leave early will get minimal or zero contribution marks. Students who actively disrupt the class may get negative contribution marks.

Contributing to the group activities is particularly important as one of the objectives of this course is to learn how to interact and collaborate with others in a team to carry out a group project. This practice resembles a real workplace and therefore, students are expected to act professionally. Remember that the success or failure of a project belongs to every member involved in it. Students can form their own groups. They should try to resolve any conflict that may arise during the teamwork amongst themselves. This said, should they feel that they need to escalate the matter to the instructor, they are allowed to do so, but solving the issue at the group level must be prioritised.

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Midterm exam (25%)

The midterm exam will take place on __28 October__ during the regular class time. To do well in this exam, you will need to understand and be able to apply the concepts and theories discussed in the course. The exam will be based on the textbook and students are responsible for learning all of the covered materials regardless of that having been discussed in class or not. The content of the case studies we work on in class will be excluded from this exam, but students will need the skills they have developed in applying theories to cases. The exam will include True/False, matching, multiple-choices and short answer questions, some of which may be scenario-based.

Further details about the exam will be provided in class.

Teamwork- Team-led sessions (15% chapter presentation + 15% case study)

Students will be divided into 8 teams (approximately 5 students per team). Each team will be required to facilitate two sessions during the term. In this exercise, we will adopt a group learning pedagogical approach. Each team will be assigned one chapter from the textbook and one case study. The goal here is for each team to become subject matter experts (SMEs) on the chapter they are presenting and to inform the class about the chapter's contents. In addition to delivering a group lecture on the subject, the presenting group must identify and outline THREE key points/concepts/takeaway from an assigned chapter. This will lead to a class discussion that follows their seminar in which other students and the instructor will ask questions and talk around the topic. The instructor will then provide a summary/recap and highlight the most important points (if not addressed by the group). Other students should take notes to enhance their learning experience.

Each team will have up to 30 minutes to present, including interaction with the class (20 mins for presentation and 10 minutes for Q&A). All members of the team must actively participate in preparing the presentation materials (e.g. slides, handouts, exercises) as well as the delivery of the seminar. Asking important/challenging questions from the class during the presentation is one of the techniques that help better engaging the audience and is recommended. Also, for this presentation, students may make use of complementary external materials and virtual tools, such as videos, news articles, polling, Kahoot or gamification. Please ensure external materials are of high-quality and within the scope of the chapter you are covering. When presenting, it is recommended that you articulate key information without reading directly from a script because reading tends to result in less engaging presentations.

In addition to the chapter presentation, each team will be given a case. All students are required to access the cases from the Ivey website and read it before each class. The assigned group, however, will present their analysis of the case to the class. They will respond to the assigned case in three ways:

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1. What course concepts do you see reflected in the case?

- Use theory to explain the case details as opposed to describing theory or case details. Provision of a summary of the case is important, but this task is not about re-rehearsing the case materials. It is rather about extracting the key issues/challenges and drawing on the theoretical concepts to explain them. While telling the class about the story of the case, you must dedicate the lion's share of your presentation to the key challenges and relate them to the theoretical concepts you have learnt.

2. What would you do?

- Consider the following questions:

If your team was advising the protagonist of the case, what would you tell them?

What would you do if you were a leader at the focal organization?

The recommendations should be sound, doable and theoretically informed. This means that the suggestion should not come from the air, but there must be a clear alignment between the analysis you have performed and the solution you offer.

3. Prepare at least 3 open-ended discussion questions to get the class speaking about the case.

- Open-ended questions provide more opportunity for discussion than other types of questions, they usually start with who, what, where, why, when, or how. Open-ended questions will get us talking more than a yes/no, or true/false, question.

Each team will have up to 30 minutes for their session. No research is required beyond the case and the textbook. The class is also encouraged to ask questions they may have. PowerPoint slides and other tools can be used for this presentation. Your PowerPoint slides should be submitted through the eClass after the session. When presenting, it is recommended that you articulate key information without reading directly from a script because reading tends to result in less engaging presentations.

Team presentations (both chapter and case study) will be graded based on:

- *clarity of content presented*
- *quality of content presented*
- *depth of analysis*
- *alignment among ideas presented*
- *articulation of theory (chapter presentation)*

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- *application of theory (case presentation)*
- *presentation skills, presentation flow*
- *for the chapter presentation: how thoroughly you communicate the theory in the chapter*

Individual Experience Report (15%)

Produce a succinct paper, a maximum of seven pages long, describing aspects of an organization that you have been associated with. You can draw upon a work, volunteer, or school experience. Your paper should include a description of the organization (approximately 1/2 page), your connection to/role at the organization (approximately 1/2 page), and your assessment of how you observed class concepts at play in your experience. Use the Times New Roman (12) font and make the report single-spaced. The due date for submitting this assignment is **<u>midnight 19 October.</u>**

Your report must reference content from <u>at least three class</u> sessions.

This paper will be graded based on the following weighted areas:

- Application of theory – 55%
- Quality of supporting evidence provided to illustrate theory in your experience – 20%
- Formatting of the assignment – 5%
- Spelling/grammar/punctuation – 5%
- Style/clarity (including choosing relevant and informative headlines) – 10%
- Timely submission – 5%

My marking approach for this assignment will treat each weighted category as a number of points you may lose/retain in that area. For instance, there are 40 points for application of theory. If theory is repeated in place of being applied, points will be deducted from this 40. If theory is incorrectly applied, points will be deducted from this 40. Similarly, an error in spelling/grammar/punctuation will result in points lost from the 15 points available in that category. The reason for this grading approach is to provide transparency when points are deducted and to quantify aspects of the assignment, such as formatting.

Group Case Project (20%)

This major group project is designed to have you apply the course material to a real-world organization. The project will be based on cases provided by the instructor. In this assignment, students may need to go beyond the case materials and collect some additional data related to the case from other resources such as newspapers, websites, etc. Students are expected to:

- Analyse the organization's current culture, structural elements, and environment.

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- Determine the ideal culture and structural elements that the organization needs to implement their new strategy, respond to the environmental stimuli, and successfully interact with partners and other stakeholders.
- Provide recommendations for the future undertaking of the organization

*Further instructions, guidelines, and presentation schedules will be provided early in the semester. The submitted reports can be up to <u>20 pages (single-spaced, font 12 Times New Roman)</u>. The report must have a cover page that includes the name of the case, the name and student numbers of the group members. All reports must be submitted through the eClass portal. The due date for submission is <u>**midnight 2 December**</u>.*

The group case analysis will be evaluated based on the following general guidelines:

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues/ Problems	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies and understands few of the issues in case study
Employment of right analytical tools and proper application of models	Insightful and thorough analysis of all the issues, usage of the right theoretical models	Thorough analysis of most of the issues, using theoretical models but without proper application	Superficial analysis of some of the issues in the case, re-rehearsing the case materials	Incomplete analysis of the issues, choosing wrong models
Comments on effective solutions/strategies	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study
Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any readings
Delivery and Enthusiasm	Very clear and concise flow of ideas. Demonstrates passionate interest in the topic and	Clear flow of ideas Demonstrates interest in topic and engagement with the class.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the topic	Hard to follow the flow of ideas. Lack of enthusiasm and interest.

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	engagement with the class.			
Format	Format is appropriate and enhances the understanding of the critical episode in a creative and dramatic manner throughout the case	Format is appropriate and enhances the understanding of the critical episode in dramatic manner for most the case	Format is appropriate and enhances the understanding of the critical episode some of the time	Format is appropriate but seldom enhances the understanding of the critical episode
Visuals	Visuals augmented and extended comprehension of the issues in unique ways	Use of visuals related to the material	Limited use of visuals loosely related to the material	No use of visuals.
Response to Queries	Excellent response to comments and discussion with appropriate content supported by theory/research	Good response to questions and discussion with some connection made to theory/research	Satisfactory response to questions and discussion with limited reference to theory and research	Limited response to questions and discussion with no reference to theory/research

In the last session, groups will present their analysis. This practice has <u>no mark</u>, and its main purpose is knowledge sharing.

Submitting Assignments

All assignments must be submitted through the eClass portal. There will be separate folders/drop boxes for each assignment. Students must bookmark the deadlines and make sure that they submit their work, at least, a few hours earlier to avoid penalties.

For the group assignments (e.g. presentation slides, final report), one submission on behalf of the group is enough. The names of all group members must appear on the cover page and the title of the file should include the group's name.

Late Work Policy

Due dates are non-negotiable and late assignments will be penalised by 1 grade point per day (i.e., an assignment that would have received a A will be reduced to an A-, then B+ etc. for each day beyond the due date). Missed Tests and Exams.

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If a student misses the midterm exam for an acceptable reason, the instructor may consider allowing them to take a make up exam.

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
F	0	(below 50%)	Failing

Referencing

In your both individual and group written assignments, when making reference to a piece of work that is not originated in your own thoughts and is borrowed from elsewhere, whether it is an exact quotation or a paraphrased statement, you must properly cite the source in the text and also include it in the bibliography. You are advised to choose one citation system such as APA (recommended) or Chicago style and follow it throughout the document. Consistency is important. Your submissions may be processed through Turnitin to find plagiarisms. Here are some links to resources that may help you.

- I need to cite and reference, Learning Commons
- Drop-in Research Support, YorkU Libraries
- Writing Centre
- SPARK Student Papers & Academic Research Kit

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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).

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 Guiding Principles for LA&PS and Academic Integrity for Students.

Using Generative Artificial Intelligence in this Course

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

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- 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 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.

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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

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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

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.

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- [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](#).

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