

Innovation & Creativity

AP/ENTP2920 3.0 – Section M
Winter (W) 2026

Course Information

Course Instructor: Dr Andrew Sarta
E-mail: andrew.sarta@yorku.ca

Office Hours & Location:
ATK 428
Flexible, coordinate with me via email

Course Time & Days:
Monday: 11:30 am – 2:15 p.m.
Class Location: BRG 217
Bergeron Centre for Engineering
Excellence
[Course eClass site](#)

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 Overview

Required Course Materials

Readings: Students are responsible for obtaining copies of readings, which can be purchased through the Ivey Publishing website (<https://www.iveycases.com>). Any readings from [Harvard Business Review](#) are available **free** through the York University libraries. The out-of-pocket costs for the course material is approximately \$30.

Video Content: Dr. Andrew Maxwell has generously given us access to a series of videos on the [Disruption Innovation Hub](#). All videos needed for this course have been uploaded to our eClass site.

Course Description

This course focuses on concepts, theories, and practices in innovation and creativity. Our focus will be on leveraging innovative ideas to solve problems for individuals, markets, and societies more broadly. Students will develop skills in ideation, problem identification, overcoming individual biases, overcoming team biases, and business model development within innovation processes. We will use readings, discussions, current events, and experiential exercises along our journey and we will develop tools and frameworks that support innovative and creative business models that leverage organizational ideas for the benefit of society.

Course Overview & Learning Objectives

This course examines the challenges of innovation and creativity processes in entrepreneurial and other organizations. Our focus will be on formulating high-quality problem statements and potential solutions in the pre-implementation phase. We are unlikely to spend time discussing firm valuations, fundraising, or projected financials which are important components of business plans. Instead, we will focus on the heavy lifting associated with developing innovative ideas that are at the heart of entrepreneurial ventures. The emphasis is on the iterative processes of divergent and convergent thinking. As such, we adopt both individual and team approaches to formulate creative ideas as we seek to identify and propose solutions to organizational and societal problems. The goal of this course is to provide foundational knowledge in preparation for subsequent courses in the Entrepreneurship and Innovation stream of the Bachelor of Commerce program.

To increase your competence in managing innovation and creativity, we will use several interactive in-class activities. These exercises will allow us to gain hands-on experience with tools and techniques that expand the idea space while also understanding the biases of individuals, teams, and organizations. To maximize learning, all students must be prepared for class ahead of time, which includes studying the readings and watching the videos. Student engagement during class activities is essential for success in this course and an important building block for future career success whether in entrepreneurship or elsewhere.

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

- Identify the difference between novelty, creativity, and innovation including the factors that facilitate and constrain creative and innovative activity at the individual, organizational, market, and societal levels
- Apply the principles of design thinking and other creativity and innovation tools
- Formulate and refine a business model (at the ideation stage) while incorporating the challenges of individual and team factors that impact problem formulation

- Critically assess creative ideas and identify systematic ways to improve the connection between proposed solutions and identified problems
- Work creatively in a team environment and demonstrate leadership, communication skills, peer-to-peer learning, collaboration, and cooperation among other attributes

Course Format and Organization

Mini lectures, discussions, and in-class activities form the basic pedagogy of this course. You will be evaluated through both individual and group assignments. For all classes, students are expected to have completed the readings before class. Constructive class contributions are an integral part of this course.

Each session is about three hours. Normally, there are assigned readings and short videos for each session. We will spend early portions of class reviewing the content to deepen our knowledge of the subject matter. We will then engage in active learning (both individually and in groups) to apply content knowledge to real-life situations. Each activity will serve a dual purpose—you will deepen your content knowledge and take with you a tool to use in your career to promote creativity and innovation.

Campus Entrepreneurial Resources @ YSpace

The York University campus has several resources available to you that can complement your experience in this course. [YSpace](#) is York University's pan-university entrepreneurship and innovation hub supporting startups and entrepreneurs from a variety of sectors and communities. Programming includes (1) scaling innovative technologies through customer and investor capital, (2) scaling agri-food businesses into mass retail, (3) diversity-focused initiatives like [ELLA](#) powered by Desjardins for women-led businesses, and (4) [Black Entrepreneurship Alliance](#) (BEA) for Black-led businesses. Additionally, the [Start-Up Visa](#) program is building a robust ecosystem, driving positive change and empowering entrepreneurs to shape the future. The two programs that may be of particular interest are [ELLA Express](#) and [Founder Fundamentals](#). The YSpace team will visit us near the end of the term (see schedule below), but you are welcome to learn more about any of these programs to develop your independent knowledge.

Preparing for Class

During class, it will be assumed that you have prepared the readings and studied the videos. You will be called upon to apply the tools and concepts during class discussions. Inadequate preparation will reduce your ability to engage in discussions and activities, likely resulting in weaker evaluation scores for classroom participation.

Course Evaluation

| Assessment | Date | Weight % |
|-----------------------------------|----------------------|-------------|
| Class Participation & Reflections | Assessed Weekly | 20% |
| Small Group Problem Statement | January 26, 2026 | 10% |
| Group “How Might We” Statement | February 13, 2026 | 15% |
| Individual Critique | March 2, 2026 | 15% |
| Individual Business Model Canvas | March 13, 2026 | 20% |
| Group Presentation | March 16 or March 23 | 20% |
| | | 100% |

Individual Grade Components (55%)

Class Participation & Reflections

Class participation and reflections are worth 20% of your final grade and is broken down into 2 components—class participation (15%) and reflections (5%).

Class Participation

Class participation depends on your in-class engagement. I treat classes as though they are business meetings. In this course, the focus is on meetings that develop creative ideas—a core part of management. I will evaluate each student’s participation after each session based on the quality of contributions and regular engagement in moving discussions and activities forward. Regularly attending class and being punctual is rewarded in participation grading; however, these two elements alone are considered below-average participation. Average participation grades are earned by engaging verbally in class discussions and being attentive to classmates during in-class activities. **Above-average participation grades** are earned through repeated involvement in class discussions, taking on leadership roles during class activities, resolving challenges with the subject matter among the class, or advancing the class' knowledge of the subject matter through outside-of-the-box thinking and questioning.

You will have 11 possible opportunities for participation (beginning in session 2). To account for unforeseen situations where students might have to miss sessions for unexpected events, your participation in this component will be based on your best 9 sessions. You will receive 2 interim updates on your participation grade during the

term to let you know your progress. Because I treat classes as professional sessions, I expect you to let me know if you are going to miss class or be late for class. Communicating regularly results in some leniency in participation grading. If you have difficulty participating, please contact me and we can formulate a joint plan on how to best engage in class discussions.

Reflections

Reflections make up the second portion of your in-class grade, which is worth 5% of your final grade. Reflections encourage you to consider the class activities and practice your creativity. You are expected to contribute 7 reflections over the term (250 words or less). Your grade will be based on your top 6 reflections. Due dates for reflections are posted on eClass and are due on **the Thursday after class by 11:59 p.m.** Submissions made after the due date will be subjected to a 10% penalty. Submissions received 3 days after the deadline will not be accepted and will receive a grade of zero.

Reflections will come in two forms—(1) you can relate the topics and activities learned in class to your personal life and how it changed your thinking or (2) you can develop a new, innovative idea using the activities learned in class to test entrepreneurial ideas. Importantly, each reflection should be inspired by the subject matter and activities discussed during that week's session. For example, in session 2, we will discuss design thinking. You can choose to either (1) propose an idea, inspired by our design thinking session, that solves a problem you encountered in your daily life or (2) reflect on the activity and how it changes your thinking on creativity. To receive an above-average grade on a reflection, you should (1) provide your personal opinion, drawing on your inner voice, (2) link your blog to the week's session, (3) be concise, and (4) describe the implications for either a business model or your personal life.

Individual Critique

The individual critique is worth 15% of your final grade. **The critique is due on March 2, 2026**, shortly after the conclusion of the problem definition module. Your task is to provide feedback to your classmates on their “how might we” statements. Offering constructive feedback is an important part of the creativity process.

You will be randomly assigned a “how might we” statement from another group in the class on February 22, 2025. You will have one week to prepare a concise critique of the statement with the goal being to improve the work of your classmates. Your critique will be redistributed to the groups (anonymously), so choose your words wisely. Your grade will be determined using the following components: (1) your suggestions to improve the problem definition (40%), (2) your assessment of the resource constraints in the possible solutions (40%), (3) your ability to be clear and concise (10%), and (4) your ability to maintain a constructive writing tone (10%).

Your critique must fit on 1 page while using 12-point font and 1” margins—no exceptions. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your critique after the due date will result in a 10% grade penalty for each day the assignment is late (i.e. problem statements that are 2 days late will be penalized 20%). Assignments are to be submitted to eClass.

Individual Business Model

The individual business model is worth 20% of your final grade and is **due on March 16, 2026**, which is at the end of the idea selection module. You will be tasked with completing a business model canvas based on an idea of your choosing. The objective of this assignment is to address your problem with a **viable and innovative solution rooted in a business model**.

Your grade will be determined using the following components: (1) a clear value proposition that offers an innovative solution to a clear problem for a specific group of people/customers (35%), (2) an ability to logically link partners, activities, resources, relationships, and channels (35%), (3) an ability to recognize the sources of major costs and revenues for your proposed business (you do not need projected financial statements, just a recognition of costs and revenues based on your idea) (10%), (4) your ability to articulate your thoughts with clear grammar and presentation in the business model canvas template (10%), and (5) your creative use of technologies or personal experiences to support your business model (10%).

You are permitted to use Large Language Models (e.g., ChatGPT) when preparing your business model canvas. Submissions should be made using a business model canvas template and must fit on 1-page using the template supplied on eClass—no exceptions. If you choose to use a large language model, you are also required to submit an appendix of no more than 10 pages which should include (1) your chosen large language model and (2) screenshots of your prompts and responses received from your large language model. Do not simply copy and paste the text. You will be expected to creatively extend responses produced by the large-language model. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your business models after the due date will result in a 10% grade penalty for each day that the assignment is late (i.e. business models that are 2 days late will be penalized 20%). Assignments are to be submitted on eClass.

Group Grade Components (45%)

This course puts great emphasis on group work as an essential component in the contemporary business world. The group grading components are worth 45% of your final grade. You will have opportunities to work in 2 different graded group projects.

You will also have several in-class group activities to learn how you work with different classmates. Try to get to know different people early on in the course, so that you can choose your team members wisely for the end of term group presentations.

Small Group Problem Statement

The small group problem statement is worth 10% of your final grade. **The problem statement is due on January 26, 2026**, shortly after the conclusion of the problem definition module. Your task is to develop and refine a problem based on an entrepreneurial idea of your choosing. You are expected to be specific in understanding the problem you identify. Students are expected to form a group of approximately **5 members**. Individuals may self-select their groups, with names of group members to be submitted to eClass no later than **January 19, 2026** (3rd class).

Your grade will be determined using the following components: (1) your depth in understanding the background of the problem and the degree to which you can identify the problem at a local level (40%), (2) your ability to refine your problem into root causes without proposing a solution (40%), (3) your ability to articulate your thoughts with clear grammar and presentation (10%), and (4) your creative use of technologies or personal experiences to support your statement (10%).

You are permitted to use Large Language Models (e.g., ChatGPT) when preparing your problem statement. Statements must fit on 1-page while using 12-point font and 1” margins—no exceptions. If you choose to use a large language model, you are also required to submit an appendix of no more than 10 pages which should include (1) your chosen large language model and (2) screenshots of your prompts and responses received from your large language model. Do not simply copy and paste the text. You will be expected to creatively extend responses produced by the large-language model. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your problem statements after the due date will result in a 10% grade penalty for each day the assignment is late (i.e. problem statements that are 2 days late will be penalized 20%). Assignments are to be submitted to eClass.

Group “How Might We” Statement (20%)

Students are expected to form a second group of approximately **5 members** depending on the class size. Individuals may self-select their groups, with names of group members to be submitted to eClass no later than **February 2, 2026** (5th class). Students who have not found a group by that point will be assigned to one. These will be your final groups for the year-end presentation. Once groups have been formed, switching group members will not be permitted (so choose wisely!). Please be advised that each group member is responsible for the overall group’s performance and dynamics. I will not adjudicate group-related issues.

“How Might We” statements will be based on developing innovative ideas to sufficiently scale problems rooted in a [UN Sustainable Development Goal](#). Groups may choose the sustainable development goal of their choice on eClass by **February 2, 2026** (5th class). Only 1 sustainable development goal will be assigned to a single group, so act quickly. You will not be permitted to change your selection after January 20. Your Group's “How Might We” statement is **due on February 13, 2026**, at the conclusion of the Idea Generation module. A “how might we” statement considers 2-3 leading proposals that may help you solve your problem.

In this assignment, you are expected to identify an **entrepreneurial problem**—that is, a problem that an organization is suited to solve. A core part of this assignment is to not only prepare a succinct problem statement, but also to prepare your 2-3 leading proposals to solve the problem. In other words, “how might we” solve the problem that you identify? You are not expected to define your final solution. At this stage, you should have 2-3 equally plausible solutions that all directly relate to the problem.

You are expected to be specific in understanding the problem you identify; therefore, it is highly recommended to scale down your chosen UN SDG to a local area (on the York campus or in the Greater Toronto Area). The objective of this assignment is to expand your creative thinking. You will be allowed to supplement your “How Might We” statement with a **virtual reality experience**. Each group will be trained on the use of virtual reality headsets and will have a headset reserved through the Media Creation Lab at the Scott Library. Headsets can be checked out for 1 week where each group will be *guided* with pre-selected virtual environments to explore; however, you are permitted to go beyond the guidance. One group member will be responsible for checking out a headset under the library’s terms. Collectively, your team is expected to share the headset and explore the virtual environment. Virtual environments are meant to add inspiration to expand upon the possible ways in which a specific problem can be solved. The goal is not to identify a single solution, but 2-3 leading solutions.

Your grade will be determined using the following components: (1) clearly articulating your problem while specifically identifying root causes (10%), (2) identifying resources at your disposal and linking them to 2-3 innovative ideas solutions to your problem (35%), (3) demonstrating creativity in your leading ideas (35%), (4) articulating your thoughts with clear grammar and presentation (10%), and (5) using technologies or personal experiences creatively to support your statement (10%).

You are permitted to use Large Language Models (e.g., ChatGPT) when preparing your “How Might We” statements. Statements must fit on 1-page while using 12-point font and 1” margins—no exceptions. If you choose to use a large language model, you are

required to submit an appendix of 10 pages or less that includes (1) your chosen large language model and (2) screenshots of your prompts and responses received from your large language model. Do not simply copy and paste the text. You will be expected to expand upon the responses produced by the large-language model. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your statements after the due date will result in a 10% grade penalty for each day that the assignment is late (i.e. business models that are 2 days late will be penalized 20%). Assignments are to be submitted on eClass.

Group Presentation (20%)

Sessions 10 and 11 are designated for group presentations. The purpose of the group presentation is to help students develop their oral communication and presentation skills when articulating ideas. Presentations are expected to be **no longer than 15 minutes** (you will be cut off at the 15-minute mark). There is no required format for the presentations. Clarity and creativity are crucial. Since your presentation is based on your chosen sustainable development goal (and associated virtual environment) from session 3, you will be expected to build on your group's "how might we" statement and develop a refined proposal that addresses your problem. Your grade will be determined using the following components: (1) convincingly articulating your problem as one that needs to be solved (20%), (2) articulating your proposed solution to the problem and how it solves the problem (30%), (3) convincing the audience that your solution is feasible given your resources and constraints (20%), and (4) presenting with clarity and creativity to captivate your audience (20%).

Empirical evidence shows that a high level of group performance requires effective teamwork and input from individual group members. However, experience tells us that groups are subject to 'free riders.' Accordingly, your individual grade for this component will be partly based on peer evaluation. For individuals with average peer evaluations that are one standard deviation above the group's average peer evaluation, those individuals will receive 3 additional grade points to the group grade that I assign. In contrast, individuals with average peer evaluations that fall one standard deviation below the group's average peer evaluation will receive a score that is 3 points lower than the group grade.

Each individual will complete an evaluation form, available on eClass, to provide evaluations of other group members. The evaluation will be based on five criteria:

1. Teamwork: Draws out the best from others
2. Initiative and dependability: Fulfills responsibilities on time
3. Quality of output: Oral and written components were of high quality

4. Contribution to knowledge and learning: Effectively understood, utilized, and demonstrated knowledge of course materials
5. Professionalism: Attended meetings on time, responded to emails/messages promptly, and respected other group members

Since peer evaluation significantly contributes to your individual grade, you should take it seriously. You are required to submit your evaluation **1 day after your group presentation** (by 11:59 p.m.). It is important to submit your evaluation on time as individual grades will be calculated two days after your presentation. Late submissions are not permitted. You will receive a 3-point penalty if you fail to submit your evaluation on time.

Guidance for the Presenting Groups

Your presentation can be as creative as you wish, but should cover the following areas:

1. Problem Definition
2. Idea Selection
3. Feasibility

Guidance for the Audience

To be a good audience, you need to listen to the presentation closely to understand the context. By doing so, you will find that you can learn a great deal from the presenting groups. You will be invited to ask any questions you may have during the question-and-answer portion (10 minutes after the group assessment). Your participation will be graded based on your involvement in the question-and-answer period and your ability to offer constructive verbal and written feedback.

Course Schedule: Weekly Readings and Activities

| Session Dates | Session Topic | Readings & Preparation |
|-------------------------------------|--|--|
| Session 1 January 5 | Introduction <i>Course Expectations</i> <i>What is Creativity?</i> <i>What is Innovation?</i> <i>Why are these important?</i> | Reading: <u>Creativity & Innovation in Organizations</u> Video: What is Creativity? How is Creativity Linked to Innovation? The Business Model Canvas |
| Module 1: Problem Definition | | |

| | | |
|--|--|---|
| <p>Session 2 January 12</p> | <p>Problem Exploration <i>What's the Problem?</i></p> <p><i>The Design Thinking Approach</i></p> <p><i>Introduction to the Business Model</i></p> | <p>Reading: Harnessing Deliberate Creativity A Note on Design Thinking</p> <p>Video: How to Innovate: Intro to the Creative Problem-Solving Process</p> |
| <p>Session 3 January 19</p> | <p>Problem Refinement <i>How do you refine a problem to something more specific?</i></p> <p><i>Individual and Group Processes</i></p> | <p>Reading: The Most Underrated Skill in Management (YU Library)</p> <p>Video: Frameworks to Identify the Problem How to Develop Initial Problems How to Validate a Problem Statement</p> |
| <p>Session 4 January 26</p> | <p>Technology in Practice Workshop (TIP) Media Creation Lab to Support Assignment with a session outline use of virtual reality, exploration spaces, and application of problem scoping and problem definition. 12 virtual environments will be deployed centered on UN Sustainable Development Goals.</p> <p>Video: Jobs to be Done</p> | |

| Module 2: Idea Generation | | |
|---|--|---|
| <p>Session 5 February 2</p> | <p>“How Might We” Exploration <i>The role of expertise and cognition in ideation</i></p> <p><i>Means-Ends Thinking</i></p> | <p>Reading: To Innovate Better, Find Divergent Thinkers (YU Library) How to Kill Creativity (YU Library)</p> |
| <p>Session 6 February 9</p> | <p>Innovation Refinement <i>What are you solving for?</i></p> <p><i>Theories of Innovation (Radical, Architectural, and Disruptive)</i></p> | <p>Reading: What is Disruptive Innovation? (YU Library)</p> <p>Video: What are the Different Types of Innovation</p> |
| <p>February 16 –No Class (Family Day & Reading Week)</p> | | |
| Module 3: Idea Selection | | |
| <p>Session 7 February 23</p> | <p>Problem Embodiment <i>How do we know if we’re solving a problem?</i></p> <p><i>Bricolage, and Effectuation in Innovation</i></p> | <p>Reading: What Makes Entrepreneurs Entrepreneurial?</p> <p>Video: How to Develop Solutions?</p> |
| <p>Session 8 March 2</p> | <p>Constraints in Innovation <i>Refining & understanding resource and institutional barriers</i></p> | <p>Reading: Power Play (YU Library)</p> <p>Video: How to Overcome Barriers to Adoption How to Determine Desirability, Feasibility & Viability</p> <p>Activities:</p> <ul style="list-style-type: none"> • Guest Speaker |

| | | |
|--|---|--|
| Session 9 March 9 | Proposal Matching <i>What is a good creative idea?</i> <i>Solutions chasing problems</i> | Reading: Ideas as Art (YU Library) The Adjacent Possible Video: How to Solve Problems Creatively |
| Module 4: Proposals in Practice | | |
| Session 10 March 16 | <i>Presentations</i> | In-Person & Online Feedback |
| Session 11 March 23 | <i>Presentations</i> | In-Person & Online Feedback |
| Session 12 March 30 | Creativity and Innovation in Practice <i>Bringing it all together</i> | |

Using Zoom and Computing Resources (if necessary)

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](#)

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.

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 for 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.

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](#).

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](#).