York University
Faculty of Liberal Arts & Professional Studies
School of Administrative Studies

Management of Electronic Commerce

AP/ADMS 3521 3.0 Section A, Fall 2026
COURSE OUTLINE

COURSE INFORMATION

Course Instructor: Supinder Babra
Email: supinder@yorku.ca (email policy posted on eClass)
Course webpage: York University eClass site for ADMS3521 M
Office hours and location: After class, or by appointment via Zoom
Course time and days: Thursday from 4:00 to 7:00 p.m.
First class: Thursday, Sep 10
Class location: ACE 005 (Accolade East)

LAND ACKNOWLEDGEMENT

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

COURSE OVERVIEW:

Course description and prerequisites:

Provides students with a solid foundation about the realities and potential involved in applying electronic commerce. Particularly, we examine successful and unsuccessful strategic information systems in e-commerce, and look at how such systems are developed, managed, controlled and implemented. Prerequisites: AP/ADMS 2511 3.00 or AP/ITEC 1010 3.00.

Students are personally responsible for ensuring 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.

COURSE LEARNING OBJECTIVES

Provide students with an in-depth introduction to the field of e-commerce. The focus is on key concepts, and the latest empirical and financial data, that will help them understand and take advantage of the evolving world of opportunity offered by e-commerce, which is dramatically altering the way business is conducted and driving major shifts in the global economy. Specifically, upon completing this course you should be able to:

1. Discuss the main E-commerce business models and applications used by companies today as well as future trends
2. Discuss the main technology infrastructure involved in the development and maintenance of E-commerce.
3. Explain the main steps involved in developing an E-commerce presence.
4. Analyze and discuss the security risks as well as the ethical and privacy issues faced by E-commerce.
5. Perform a critical analysis of an existing or potential E-commerce website
6. Practice and effectively use E-commerce terminology in oral and written business management communication
7. Practice problem solving using cases. Work individually and in teams to increase your competence level in working with E-commerce terminology and situations.

Course format and organization:

This is an in-person course with in-person examinations. Weekly lectures are conducted in class and materials are posted as Sessions in eClass, stating work to be completed that week on a synchronous or asynchronous basis, with links for submissions of assignments and completion of quizzes. This outline describes each of the submission requirements briefly. For more detail go to the eClass website.

Technical requirements:

Several platforms or software will be used in this course (e.g., eClass (previously known as Moodle), Salesforce, PowerPoint, Adobe Acrobat, Word, Zoom) through which students will interact with the course materials and the course director/TA, as well as with one another.

Students will need a stable, higher-speed Internet connection to work with the class website and online quizzes.

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

Student guide to eClass and Moodle: https://lthelp.yorku.ca/accessing-eclass/accessing-your-courses

University Information Technology (UIT), Student Services: https://uit.yorku.ca/student-services/

Faculty of Liberal Arts and Professional Studies (LA&PS) Welcome to eLearning page has helpful information and quick links to email services, computing, counselling & disability services and other useful resources: https://www.yorku.ca/laps/eso/student-elearning/

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.

To determine Internet connection and speed, there are online tests, such as Speedtest (https://www.speedtest.net/) that can be run.

Required Course Textbook:

E-Commerce 2023, 17th edition - Business, Technology and Society
Kenneth C. Laudon, *New York University*
Carol Guercio Traver

Access Code Card
ISBN-10: 0-13-792220-5
ISBN-13: 978-0-13-792220-8

Rental
ISBN-10: 0-13-792220-5
ISBN-13: 978-0-13-792220-8

Any additional required reading materials will be posted on the course web site.

Warning:
(1) Photocopying more than 10% of a textbook is illegal and may involve penalties. Do not duplicate textbooks or obtain these photocopies.
(2) Students are reminded of York University's policy regarding academic dishonesty as outlined in the York student calendars and are expected to comply with those policies in the completion of their work.

TEXTBOOK PURCHASE OPTIONS
You can purchase your textbooks from York University's bookstore in one of the following ways:
Day1Digital eBook for 150-day access via the course website link $(cheaper per publisher) (HST Exempt) – If you miss the Opt-In in the first 2 weeks, please *reach out askyub@yorku.ca to request a manual Opt-In.*
OR eBook (for 150 days) with Wiley Plus $67.99 excluding HST

Used textbooks may be used for this course if they are the correct edition.

Fall 2026 Drop dates: See also: York University Academic Calendar

- Last date to add a course: September 22, 2026
- Last date to drop a course without receiving a grade: November 10, 2026
- If you withdraw between November 11 and the end of classes (December 8), the course remains on your transcript without a grade and is notated as "W".

EVALUATION

Course Work	*Description (See also course eClass Site)*	*Due Date*	*Weight*	*Weight*
Case discussions	Presented by groups during class time	Weekly	**10%**	**Group**
Participation (Mandatory 10 class attendance)	Attendance, punctuality, opinions, active role, being prepared, asking questions.	Weekly	**10%**	**Individual**
Tests (5)	Tests using eClass during class time	Biweekly (4% each)	**20%**	**Individual**

E-commerce Analysis Project	Submissions to eClass and group presentations during class time	First draft: Interim report: Final report:	**5%** **10%** **15%**	**Group**
Final	**Cumulative: Covering Sessions 1 – 12** -	During Regular Examination Schedule	**30%**	**Individual**
Total			**100%**	**100%**

Assessment	**Description and Due Dates (See also class website)**	**Weight %**
Group work	Each week, groups will provide a summary of questions assigned to the end-of-chapter case and submit the summary by the beginning of the next class. Based on the case due each week, one group, in addition to submitting the group summary, will present their findings to the class at the end of the class.	10%
Participation	Each week, students are required to read ahead of class and will be called upon to participate in class. The instructor will invite open participation in class. In the event that there is no participation, the instructor reserves the right to call upon any student in class to participate. The instructor will track participation in small groups and the larger group. Please ensure you bring a name card each week to class.	10%
Quizzes	There are five quizzes (100% Multiple-Choice questions) held on eClass during class time,	20% (5% each)

	which require students to answer questions on the topics learned in the previous weeks.	
E-commerce Analysis Project	At the beginning of the term, students will be assigned an e-commerce company. Based on this, there will be three submissions made during the year based on the learnings from each class.	30%
Final Examination	Cumulative, covering the entire course. **During the regular examination schedule, December 10 - 22** DATE AND TIMES TBA	30%
Total		100%

Missing coursework

If a student misses coursework, they will receive a grade of "0" for that piece of course work unless discussed and approved with the course director with appropriate documentation prior to the due date.

Academic honesty and integrity

Course Policy on Student Use of Generative Artificial Intelligence (AI)
Students may only use generative artificial intelligence (AI) tools in this course so long as the following two conditions are met:

- Specific generative AI tools are used in accordance with the written guidelines provided for each assessment (assignment) or activity, and
- The use of generative AI is documented and cited following citation instructions given in the APA.

Use of generative AI outside these two conditions will constitute academic dishonesty under York University's *Senate Policy on Academic Honesty*. As a student in this course, it is your responsibility to understand when and how generative AI tools can be used to complete your assessments and activities. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance.

About the Grading Scheme

Refer to the course website and details of assignments posted on the course eClass web site.

Grades submitted by an instructor are subject to review by the teaching unit in which the course is offered and by the Faculty Council or Faculty Committee on Academic Policy and Planning. Final course grades may be adjusted to conform to program or Faculty

grades distribution profiles. Normally, grades appear on grade reports and transcripts as soon as they are submitted to the Registrar's Office. 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 at:

https://calendars.students.yorku.ca/2025-2026/grades-and-grading-schemes

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

KEY DATES THIS TERM

ADMS 3521		Supinder Babra			
WEEK	**DATE**	**CHAPTER**	**QUIZZES**	**CASE STUDY DUE**	**GROUP ASSIGNMENT**
1	Thu-10-Sep-2026	Chapter 1			Group Formation
2	Thu-17-Sep-2026	Chapter 2			Group Finalization
3	Thu-24-Sep-2026	Chapter 3	Test 1	2.6	
4	Thu-01-Oct-2026	Chapter 4		3.7	
5	Thu-08-Oct-2026	Chapter 5	Test 2	4.8	First Draft
	Thu-15-Oct-2026		READING WEEK		
6	Thu-22-Oct-2026	Chapter 6		5.8	
7	Thu-29-Oct-2026	Chapter 7	Test 3	6.6	
8	Thu-05-Nov-2026	Chapter 8		7.6	Interim Report
9	Thu-12-Nov-2026	Chapter 9	Quiz 4	8.7	
10	Thu-19-Nov-2026	Chapter 10		9.1 & 10.5	
11	Thu-26-Nov-2026	Chapter 11 and 12	Quiz 5	11.5	
12	Thu-03-Dec-2026	FINAL PRESENTATIONS			Final report and Presentation
	EXAM TBD TO BE HELD DURING EXAM PERIOD DEC 10-22				

ORGANIZATION OF THE COURSE

Session Description and Reading	*Assignments and Class Work*
Session 1 – READ Chapter 1 - INTRODUCTION TO E-COMMERCE – The revolution is just beginning. Learning Objectives: ■ Understand why it is important to study e-commerce. ■ Define e-commerce and understand how e-commerce differs from e-business. ■ Identify and describe the unique features of e-commerce technology and discuss their business significance. ■ Describe the major types of e-commerce. ■ Understand the evolution of e-commerce from its early years to today. ■ Describe the major themes underlying the study of e-commerce. ■ Identify the major academic disciplines contributing to e-commerce.	**Group Formation** **(select your own groups – anyone who can't find a group will be assigned into a group)**
Session 2 – READ Chapter 2 – *E-COMMERCE BUSINESS MODELS AND CONCEPTS* Learning Objectives: ■ Identify the key components of e-commerce business models. ■ Describe the major B2C business models. ■ Describe the major B2B business models. ■ Understand key business concepts and strategies applicable to e-commerce	
Last date to add a course without permission of instructor:	
Session 3 – READ Chapter 3- *E-COMMERCE INFRASTRUCTURE: THE INTERNET, WEB, AND MOBILE PLATFORM* Learning Objectives:	**Case Study 2.6:** **Weathering the storm: Twitter tweaks its business model**

■ Discuss the origins of, and the key technology concepts behind, the Internet. ■ Explain the current structure of the Internet. ■ Understand how the Web works. ■ Describe how Internet and web features and services support e-commerce. ■ Understand the impact of mobile applications.	**Test #1: Chapters 1 & 2**
Session 4 – READ Chapter 4- *BUILDING AN E-COMMERCE PRESENCE: WEB SITES, MOBILE SITES, AND APPS* Group presentations: ***First Draft:*** E-commerce Strategic Analysis Project <u>Learning Objectives:</u> ■ Understand the questions you must ask and answer, and the steps you should take, in developing an e-commerce presence. ■ Explain the process that should be followed in building an e-commerce presence. ■ Identify and understand the major considerations involved in choosing web server and e-commerce merchant server software. ■ Understand the issues involved in choosing appropriate hardware for an e-commerce site. ■ Identify additional tools that can improve website performance. ■ Understand the important considerations involved in developing a mobile website and building mobile applications.	**Case Study 3.7:** **Akamai Technologies: Attempting to keep supply ahead of demand**
Last date to add a course with permission of instructor:	

Session 5 – READ Chapter 5- *E-COMMERCE SECURITY AND PAYMENT SYSTEMS* Learning Objectives: ■ Understand the scope of e-commerce crime and security problems, the key dimensions of e-commerce security, and the tension between security and other values. ■ Identify the key security threats in the e-commerce environment. ■ Describe how technology helps secure Internet communications channels and protect networks, servers, and clients. ■ Appreciate the importance of policies, procedures, and laws in creating security. ■ Identify the major e-commerce payment systems in use today. ■ Describe the features and functionality of electronic billing presentment and payment systems.	**Test #2: Chapters 3&4** **Case Study 4.8:** **Dick's Sporting goods: Taking control of its eCommerce Operations** **First Draft of eCommerce Strategic Analysis Project due**
No class on	**Reading Week**

Session 6 – READ Chapter 6 - *E-COMMERCE MARKETING AND ADVERTISING CONCEPTS* Learning Objectives: ■ Understand the key features of the Internet audience, the basic concepts of consumer behavior and purchasing, and how consumers behave online. ■ Identify and describe the basic digital commerce marketing and advertising strategies and tools. ■ Identify and describe the main technologies that support online marketing. ■ Understand the costs and benefits of online marketing communications.	***Case Study 5.7*** ***Mobile Payments: Fintech vs The Bank Giants***
Session 7 READ Chapter 7- *SOCIAL, MOBILE, AND LOCAL MARKETING* ■ Understand the difference between traditional online marketing and social-mobile-local marketing platforms and the relationships between social, mobile, and local marketing. ■ Understand the social marketing process from fan acquisition to sales and the market-ing capabilities of social marketing platforms such as Facebook, Twitter, and Pinterest. ■ Identify the key elements of a mobile marketing campaign. ■ Understand the capabilities of location-based local marketing.	**Case Study 6.6** **Programmatic Advertising: Real-time marketing** **Test #3: Chapters 5&6**
Last date to drop a course without receiving a grade: LAPS policies on how the course will remain on your transcript without a grade and is notated as "W" (New starting this term) based on the deadline. Follow their directions.	

Session 8 –READ Chapter 8- *ETHICAL, SOCIAL, AND POLITICAL ISSUES IN E-COMMERCE* Learning Objectives: ■ Understand why e-commerce raises ethical, social, and political issues. ■ Understand basic concepts related to privacy and information rights, the practices that threaten privacy, and the different methods that can be used to protect online privacy. ■ Understand the various forms of intellectual property and the challenges in protecting it. ■ Understand how the Internet is governed and why taxation of e-commerce raises governance and jurisdiction issues. ■ Identify major public safety and welfare issues raised by e-commerce.	**Case Study 7.6 ExchangeHunterJumper.com Building a brand with Social Marketing** **Interim Report: eCommerce strategic analysis project due**
Session 9 –READ Chapter 9 – ONLINE RETAILING AND SERVICES Learning Objectives: ■ Understand the environment in which the online retail sector operates today. ■ Explain how to analyze the economic viability of an online firm. ■ Identify the challenges faced by the different types of online retailers. ■ Describe the major features of the online service sector including financial services and online travel ■ Identify current trends in the online career services industry. ■ Understand the business models of on-demand service companies.	**Case Study 8.7** **Are big tech firms getting "too big"?** **Test #4 – Chapters 7&8**

Session 10 –READ Chapter 10 – ONLINE CONTENT AND MEDIA Learning Objectives: ■ Understand the major trends in the consumption of media and online content, the major revenue models for digital content delivery, digital rights management, and the concept of media convergence. ■ Understand the key factors affecting the online publishing industry. ■ Understand the key factors affecting the online entertainment industry.	***Case Study 9.10*** ***Open Table: Your reservation is Waiting*** ***Case Study 10.5*** ***Netflix: How does this movie end?***
Session 11 –READ Chapter 11 SOCIAL NETWORKS, AUCTIONS, & PORTALS Learning Objectives: ■ Describe the different types of social networks and online communities and their business models. ■ Describe the major types of auctions, their benefits and costs, how they operate, when to use them, and the potential for auction abuse and fraud. ■ Describe the major types of Internet portals and their business models.	**Case Study 11.5** **eBay evolves** **Test #5 - Chapters 9&10**

Session 12 –Read Chapter 12 CHAPTER 12 B2B E-COMMERCE: SUPPLY CHAIN MANAGEMENT AND COLLABORATIVE COMMERCE <u>Learning Objectives</u> ■ Discuss the evolution and growth of B2B e-commerce, as well as its potential benefits and challenges. ■ Understand how procurement and supply chains relate to B2B e-commerce. ■ Identify major trends in supply chain management and collaborative commerce. ■ Understand the different characteristics and types of Net marketplaces. ■ Understand the objectives of private industrial networks, their role in supporting collaborative commerce, and the barriers to their implementation	***Final Report:*** - E-commerce Strategic Analysis Project - Group Presentations
Session 13 -- Final Examination **During regular examination schedule** **Cumulative: Covering Sessions 1 – 12**	**<u>(Exam Period – Final date TBD</u>**

Group Case Study Presentation	Group presentation	during class time	**5.5%**	**Group**
Group Case Study	All groups	upload to eClass	**4.5%**	**Group**

Group Case Study

All teams will answer the case and discuss the case from the end of each chapter in the textbook assigned for that week.

The group case study report instructions are as follows

1. A written report in pdf must be submitted to eClass class with the following format
    a. One Title page – with your group number and all the names of your group members
    b. Maximum of Five pages of your group case study (Intro, Body and Conclusion) – answering the case questions and the final question (see point 3 for the final question)
    c. One final page with your citation and references
2. The report will answer the case questions at the end of the chapter
3. The final question to be answered will be
    What is the group's current position on the effectiveness of the company's strategy to cope with the current macroeconomic conditions in 2024?
4. Groups must use theories from the textbook to answer the questions and then apply what they have learned in each case discussion
5. Groups that copy the internet solution or replicate the solution format from the publisher will receive a 0 for plagiarism. The report must be written in your own words, with APA citations at the end and your own opinions. Repeat offenders will then be reported for plagiarism, and you will be given a 0 on the entire course for violating the university's academic integrity policies.

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Group Case Study Presentation

One group will be selected to present to the entire class. This is a 20-minute presentation and will be delivered during class time. The presentation will also be submitted online and posted on eClass before class. Failure to upload the presentation will result in a zero mark for this component.

The format will be as follows:

1. The report must be submitted in PowerPoint (PPT or PPTX format ONLY). If you use a Mac, convert your item into a PPT or PPTX file for online submission.
2. There is no specified number of slides; this will be up to your groups to determine. The main restriction is time, which is 20 minutes.
3. Allow for 10 mins of questions from the remaining groups
4. All other groups not presenting should have questions to ask the group presenting. If the entire class is silent, I reserve the right to reduce 10% from all group reports due to non-participation.

As a final reminder - Each item above must be submitted before the class

E-commerce Strategic Analysis Project	Group presentation during class time Upload reports to eClass	First draft: Session 4 (5%) Interim report: Session 8 (10%) Final report: Session 12 (15%)	**30%**	**Group**

At the end of the course the student should be able to prepare a written document containing a critical analysis of an existing E-commerce website.

This document should respond to the following topics:

1. Develop a complete SWOT analysis of the E-commerce website.
    - Analysis of the E-commerce business model including demand and target market, revenue generation, future challenges
    - Analysis of the existing technology platform, including future threats, new technology, etc.
2. Provide a list of recommendations to improve the company's e-commerce strategy
3. Propose a set of e-commerce performance metrics to evaluate the success of the proposed recommendations.

The course will cover the tools necessary to perform these analyses and the preparation of the e-commerce plan proposal.

Participation	Weekly	During Class	**10%**	**Individual**

Each week, students are required to read ahead of class and will be called upon to participate in class. The instructor will invite open participation in class; in the event there is no participation, the instructor will reserve the right to call upon any student in class to participate.

Attendance will determine only 50% of the mark. Each student **must be in class for a minimum of 10 classes.**

50% of the mark will be based on the contribution made in class.

The instructor will mark each student based on the following scale

A – Attendance only 5/10 or 5% overall maximum. It could be lower due to non-attendance or failure to load your picture.

AP1 – Attendance and minor participation 6 or 7 out of 10 maximum

AP2 – Attendance and major participation 8 or 9 out of 10 maximum

AP3 – Attendance and excellent participation 10 out of 10

Minor participation is just raising your hand for polls and answering yes or no.

Major participation is sharing opinions on the topics but having a very one-sided biased opinion

Excellent participation is sharing opinions, using real-life examples to emphasize your points and also respecting other group members' opinions.

Students who cannot attend class should inform the instructor of the absence. If more than 2 classes are missed without prior approval, the student's participation mark will be 0. This includes any classes that may be scheduled online on Zoom (if required).

Tests (5)	Tests using eClass during class time	Biweekly (4% each)	**20%**	**Individual**

Every 2 weeks there will be a test (MCQ) in Eclass where students will be asked to answer the MCQ questions on the chapters.

The format of this will be discussed in class

25 questions and 25 mins will be provided for the MCQ questions.

COURSE POLICIES

Assignment Submission: Proper academic performance depends on students doing their work not only well but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in using eClass.

Lateness Penalty: Assignments received later than the due date will be penalized at the rate of 10% per business day.

Missed Tests: There will be no make up for missed tests. Students registered with Student Accessibility Services (https://students.yorku.ca/accessibility) are entitled to additional time for these quizzes and should contact the instructor at the beginning of the course.

Presentations:
All students must stay in class until all presentations are completed. There will be a penalty of a 20% deduction from your presentation grade if you are not in attendance for all of the presentations.

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.

ADDITIONAL RELEVANT UNIVERSITY POLICIES OR REGULATIONS:

Should there be any updates to these regulations, you can review the most recent Faculty of Liberal Arts and Professional Studies regulations, which are used by SAS (the School of

Administrative Studies) at: https://www.yorku.ca/laps/sas/academic-resources/common-course-policies/

Deferred Final Examinations

Deferred Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at http://myacademicrecord.students.yorku.ca/deferred-standing

Any request for deferred standing on medical grounds must comply with University regulations. **APS forms are NOT required for ADMS 2511 assignments or examinations.**

In order to apply for deferred standing (even without a DSA – Deferred Standing Agreement), students must register at https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/

followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit, and decisions will be made available by logging into the above-mentioned link. No individualized communication will be sent by the School to the students (no letters or e-mails).

Students who submit a request in compliance with University regulations or with an approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed-book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

School of Administrative Studies deferred exams for the Fall 2026 term will be scheduled for the second half of January 2027.

Reappraisals:

Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their

tangible work be reviewed. Tangible work may include written, graphic, digitized, modelled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: http://myacademicrecord.students.yorku.ca/gradereappraisal-policy

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 (https://www.yorku.ca/safety/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.

Effective date: Aug. 23, 2026