



Student Handbook, Orientation & Resource

Hello and welcome to York University Online (YUO)!

This handbook is important to getting to know York University Online (YUO). Whether you are a returning undergraduate student from York College or just discovered York University last night, we know this student handbook will help you be successful in garnering success in whatever your academic goals are as we extend your experience and grow closer to The Master each day. We have a lot to share and will ensure this information stays updated and available on our YUO website the entire time you are a student at York University. Come back and review as many times as needed, as this has many helpful resources throughout your time at YUO.

As you read through this handbook, please note the following:

- Review and read the university policies, procedures, and faculty expectations throughout, as you will find this beneficial throughout your time here.
- Ask questions! Whether to a faculty/staff member, the only dumb question is the one that goes unasked. As an institution of higher learning, the beginning of learning starts with first, a simple question.

We are so excited to have you as a York University Online student!

We pray if you have any questions, you will reach out! Contact us via email through our website or call us @ 402-363-5710.

If you have Canvas problems, email helpdesk@york.edu for assistance.

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YU Online

When Do I Attend My Course?

York University's Online courses run 24 hours a day / 7 days a week.

Courses are offered asynchronously. This means you complete the assignments, projects, or any other work assigned by the professor at any time before the posted due dates. This method allows online education to be convenient, flexible, and self-paced.

Canvas, our Learning Management System (LMS), allows you to take classes anytime and anywhere.

The Canvas mobile app is an excellent tool for tracking assignment due dates, timelines, syllabus, professor announcements, and group discussions. We do not recommend submitting assignments or completing assignments using the mobile app.



YUO divides each semester (or term) into sub-terms. All online courses work on this sub-term schedule during the spring and fall, which are all eight weeks. So, a typical 16-week class is condensed to eight weeks; the course workload and pacing schedule are expected to be more aggressive. The positive side is you can earn three credit hours in only eight weeks. During the summer sub-terms, all undergraduate courses are reduced to a six-week sub-term, while the graduate courses remain eight weeks.

Attendance

The US Department of Education requires every college or university to monitor student attendance. Excessive absences may constitute failure in the course or result in withdrawal from the course with a grade of WF" (withdrawn failing). York University uses the following definition to determine if a student is in attendance in an online course. This definition is based on the delivery format of the course and not the student's enrollment status:

Any required submission to Canvas within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.), any required submission outside of Canvas within the enrollment dates of the course (For example,

lab work, etc.), or initiating any communication with the professor regarding ANY academic subject will be credited to the student as being present.

Getting Used to Online Education - What should I expect?

Understanding Canvas, submitting coursework, contacting your professor, posting to group discussions, editing your submission, and so much more are aspects to look forward to while getting used to online education. While challenging initially, all our online students adjust and enjoy the online course environment. Our experience is that it generally takes about two weeks for new students to acclimate to the change in the learning environment.

There are many articles and helpful tutorials on completing your online education successfully. Our advice: stick to the basics, ask thorough questions to reduce the back-and-forth wait time, give yourself double the time to complete your assignments during your first two weeks of classes, ask for help (please!), and enjoy the learning. Check out this [article](#) for the basics of online education.

Student Needs for Online Courses

If you are in an online course, you are expected to supply the following (in addition to your required readings and tools requested for individual courses):

- High Speed-Internet
- Microsoft Word, Excel, PowerPoint
- Access to a reliable computer with internet connection capabilities
- A web browser such as Firefox, Chrome, or Internet Explorer 8 or higher



Microsoft 365:

York University provides free access to Microsoft 365, which you can find on your PantherNET. This software is an online-only version of the Microsoft Office program. This package provides you with a free option for completing your assignments.

You can find a video guide to accessing Microsoft 365 [here](#).

Using Email:

Your instructor will communicate with you via your Canvas or York University email address. Use only your Canvas or York University email address when contacting your instructor or classmates, and check your inboxes frequently to stay in touch with news about your course. DO NOT turn in your assignments via email.

The York University Mission

York University Online students should strive to uphold the York University Mission Statement as a creed for their courses. The York University Mission Statement is the foundation of strategic planning and student interactions. The Mission Statement reads:

The Mission of York University is to transform lives through Christ-Centered Education and to equip students for Lifelong Service to God, Family, and Society.

The values emphasized by the mission statement of York University are **Transform, Equip, Educate, and Serve**. When broken down further, York University's mission statement means.

Transform

York University exists to support God's transformational work in the lives of people. Curricular and co-curricular programs and experiences intend to lead the entire community to a positive expression of spiritual values.

Equip

A rapidly changing professional, social, and technological environment dictates that each student is encouraged to apply critical thinking and knowledge integration skills and to evaluate changing circumstances in the context of faith.

Educate

Academic discovery is a God-honoring endeavor characterized by the pursuit of truth and inquiry within the context of intellectual disciplines. The responsible handling of academic freedom allows Christian scholars to explore both a diverse world and their faith.

Serve

Service is the means by which people of God live out their faith. Christ calls us to lives of service expressed by faith, both locally and globally, as we respond to opportunities to meet the needs of others.

Goals of the Mission Include the Idea that Students Will:

- Intentionally be brought face to face with Jesus and his teachings, thereby encouraging a transformation into his likeness. (transform)
- Attain an institutional standard for written and oral communication that supports success in a variety of settings. (educate)
- Be introduced to the integration of knowledge through the traditions consistent with a liberal arts education. (educate)
- Be equipped to become life-long learners. (equip)
- Experience ongoing engagement in service opportunities (campus-based, local, regional, and global) and regular participation in organizations and activities that directly relate to their chosen academic discipline and career goals. (serve)

ONLINE DEPARTMENT STAFF



**DR. SHANNON
LEINEN**

York University Provost



KEN YUNEVICH

Associate Dean of Online
and Graduate Studies



DR. CHERYL COUCH

Director of Masters of
Education & eLearning
Specialist



DR. BRITTANY KRETZ

Masters of Organizational and
Global Leadership Program
Director



JAY ROBERTS

Director of Online Student
Services



JOE DAVIS

Director of Online and
Graduate Enrollment



JARED WILEY

Digital Solutions Manager



**ALEXANDRE
MOTTA**

Graduate Assistant



JORDAN STRONG

Graduate Assistant



**MATIAS
MADRIAGA**

Graduate Assistant

Who are the churches of Christ?

Since 1956, York University has been affiliated with churches of Christ. College board members and the senior administrative team are comprised entirely of active members of a church of Christ.

Churches of Christ are committed to taking the Bible as the only guide and creed for believers. Defining characteristics of churches of Christ include congregational autonomy, believer's baptism, a weekly communion to remember Jesus' death, a capella music in worship, and a strong commitment to the study of God's word. While there is significant variation in practice among congregations, the practices described here have been widely held and accepted among members of the churches of Christ who have sponsored the college for more than 60 years.

While the University is affiliated with churches of Christ, there is no membership requirement for students. However, our central focus on faith does have a profound influence on every aspect of the campus. Our commitment to the Lordship of Jesus Christ is the defining characteristic of the university.

For more information about churches of Christ

- [Descriptive article about churches of Christ \(Links to an external site\)](#)
- Some Individual Church-written congregational descriptions:
 - <https://exeterchurchofchrist.org/church-of-christ-history>
 - <https://www.denbigh.org/about-us/who-are-churches-of-christ>
- [Christian Chronicle](#) - international newspaper for churches of Christ.
- [Heartlight](#) - a resource for daily Christian living and a resource for churches.

Financial Aid

Financial Aid

As with any university you wish to attend, there is tuition to pay. Many students use federal financial aid through grants, subsidized loans, or unsubsidized loans. The financial aid office gathers your financial aid information from the FAFSA application and brings the information into our campus-based financial aid system. From there, utilizing federal financial aid regulations and guidelines, your financial aid award is considered.

You must respond quickly to any request for more information from the financial aid office. The faster they receive the information, the faster we can provide you with a financial aid award.

Review important [financial aid](#) information.

Applying for Financial Aid

If you have not already applied for financial aid, you can find out how to apply on the York University's website @ <https://www.york.edu/financial-aid/applying-for-aid.php>

York University Financial Aid

Office: 402-363-5625

Fax: 402-363-5623

financialaid@york.edu

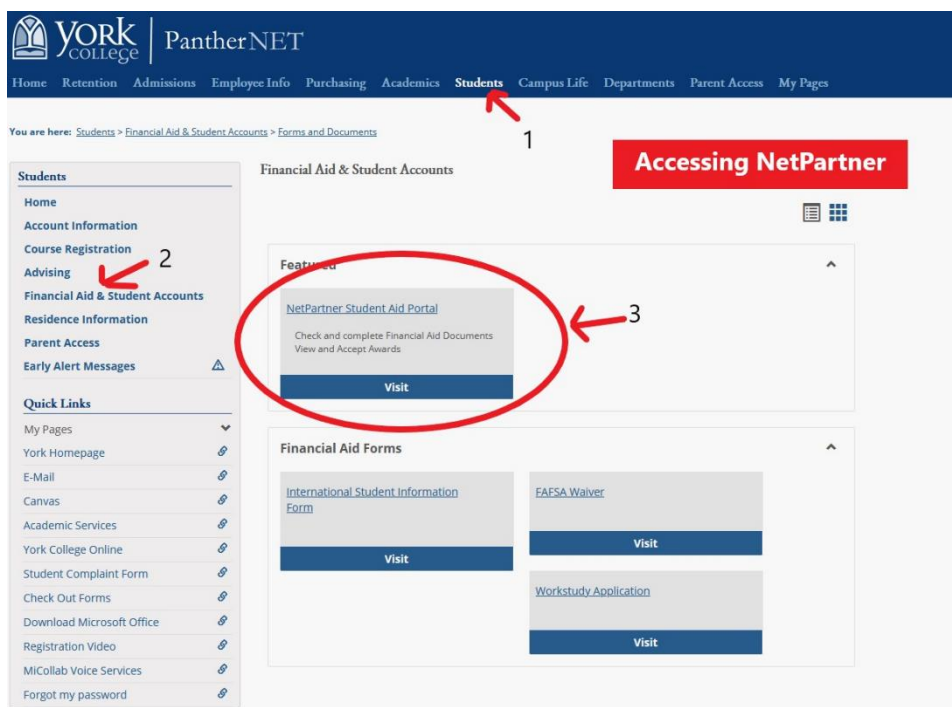
YU Online: Student Financial Aid Process

New Student Financial Aid

All students seeking financial aid must complete the Free Application for Federal Student Aid @ <https://www.york.edu/financial-aid/applying-for-aid.php>. The federal school code for York University is 002567.

Financial Aid Awards

If aid is awarded, new students must accept their financial aid awards through [PantherNET](#)>Financial Aid>Net Partner.



NetPartner is the system York University uses to facilitate student financial aid processing. The important thing to remember is that you accept your awards through NetPartner (grants, scholarships, loans, etc.).

NetPartner information and instructions on accessing the online site are sent directly from the York University Online Office of Financial Aid.

Students desiring financial aid (grants, scholarships, loans, etc.) may be required to do the following:

1. Accept or decline financial aid awards through NetPartner
2. Complete additional verification steps required by federal financial aid regulations
3. Provide a valid United States social security number
4. Provide a valid United States mailing address for all potential financial aid refunds
5. Provide transcripts from all previously attended colleges/universities to determine aid eligibility
6. Any other items as requested by the financial aid office.

YU Online: Tuition & Paying Tuition

Cost of Tuition 2024-2025 School Term

Associate's Degree – minimum credits required for degree: 60

- Online Associate's degree course tuition is charged per credit hour
- Each credit hour is \$350.00
- The typical online associate's degree course is three (3) credit hours
- Total cost per course: $\$350 \times 3 \text{ credits} = \$1,050$

Bachelor's Degree – minimum credits required for degree: 120

- Online bachelor's degree course tuition is charged per credit hour
- Each credit hour is \$350.00
- The typical online bachelor's degree course is three (3) credit hours
- Total cost per course: $\$350 \times 3 \text{ credits} = \$1,050$

Master's Degree – minimum credits required for degree: 36

- Online Master's degree course tuition is charged per credit hour
- Each credit hour is \$425.00
- All online master's degree courses are three (3) credit hours
- Total cost per course: $\$425 \times 3 \text{ credits} = \$1,275$

Dual Enrollment – High School student taking undergraduate courses

- Online dual enrollment course tuition is charged per credit hour
- Each credit hour is \$100.00
- The typical online dual enrollment course is three (3) credit hours
- Total cost per course: $\$100 \times 3 \text{ credits} = \300

Non-Degree

- Bachelor's level courses are \$325 per credit hour
- Master's level courses are \$425 per credit hour

Paying Tuition

York University Online provides multiple ways to pay for tuition. Our mission is to ensure affordable tuition and offer as many payment options as possible.

Students typically pay for tuition each term in the following ways:

- Upfront for each term before the registration deadline
- Utilizing federal financial aid
- Outside scholarships and funding

- Employers and employee tuition reimbursement plans. Talk with your employer!

It's very important to pay your York University tuition on time (by the Wednesday prior to the class start date). If you need help, please let us know!

Contact Barbara Thompson in the Business Office.

Business Office Office: 402-363-5711 Fax: 402-363-5623

bthompson@york.edu

Financial Holds

Two types of holds will be placed on a student account when an outstanding balance is caused by failure to pay on any plan. Upon receipt of full payment, holds will be removed from the student account.

Enrollment Hold

An enrollment hold will prevent the student from enrolling in future semesters.

Transcript Hold

A transcript hold will prevent the student from receiving either an official or unofficial transcript.

Policy for Verifying Student Identity

Federal regulation requires the University to verify that a student who registers in a distance education or correspondence course is the same student who academically participates in, completes, and receives credit for the course.

References:

1. Federal Requirement 34 CFR §602.17
2. HLC Policy Number FDCR.A.10.050

The identity of all registered students for a credit-bearing course will be verified using one or more of the following methods:

- A secure login and pass code;
- Proctored examinations and/or
- New or emerging technologies and practices that are effective in verifying student identification

York University Online Methods of Verification

This policy describes the practices adopted by York University Online to comply with these requirements, ensuring the student registered for the course is the same individual accessing the course and performing the work.

1. All students will be issued a unique student portal/email account with a secure login ID and password. Official communication between the university and the student will be through this email account.
2. The student portal uses these login credentials to authenticate students based on secure and protected data, including name, date of birth, and social security number, obtained during the application/admissions process. To complete the application, prospective students must attest the information provided is "complete and true."
3. All online courses are presented through Canvas, our learning management system, which students can only access with their student portal credentials. Students are registered through the official student information system, which imports registration information directly into Canvas. Only duly registered students and the instructor of record appear on the roster.
4. Online courses have a "Student Expectations" section to read and a "Course Requirements Checklist Quiz" for students to acknowledge reading Student Expectations, intent to comply, and understanding the consequences of violating

academic honesty standards. In particular, it states, "All assignments for this course are to be completed by the student enrolled in this course."

5. Online courses have a "Class Introductions" assignment due in the first unit of instruction. The assignment requires video and audio of the enrolled student such that voices must be heard and faces must be seen. This video is a multi-purpose assignment and not for the sole purpose of student identity verification.
6. Physical attendance will be taken for face-to-face (FTF) courses (hybrid students only, which are part in-person and part online).
7. Instructors will employ a variety of instructional techniques that will also be tools to verify student identity. These include, but are not limited to, Discussion Boards, audio/video presentations, one-on-one conferences, group sessions, and writing samples.

Responsibilities

York University will protect Personally-Identifiable Information (PII) and securely use PII as the basis for identity verification only in compliance with federal and state laws. For instance, a student requesting that his or her login password be reset may be asked to provide such information for comparison with data in the official record system.

All Canvas users shall maintain the security of usernames, passwords, and other authenticating data. Student credentials must not be shared or given to anyone other than the assigned user.

Faculty will use various interactions (phone, video, and email conferencing; discussion boards; journals; presentations; photos; group work; plagiarism checkers, etc.) with students to build familiarity as a means of effective instruction and identifying consistency with a student's coursework. Changes in student behavior, such as sudden shifts in academic performance or changes in writing style or language used in discussion groups or emails, may indicate academic integrity problems. Faculty may consult at any time with the eLearning Specialist for verification of student integrity.

YU Online: YU Email and Canvas - Official Mode of Communication

Email is a mechanism for official communication between you and York University. York University has the right to expect such communication to be received and read in a timely manner. Official email communication is intended only to meet the academic and administrative needs of the campus community.

- Official university email accounts are issued to all enrolled students.
- The addresses are in the form: [\[name\]@york.edu](#).
- These accounts must be activated before York University can correspond with its students using the official email accounts.

Students and faculty are expected to check their email frequently and consistently to stay current with University-related communication. Students have the responsibility to recognize that certain communication is time-critical.

Users should exercise extreme caution when using email to communicate confidential or sensitive matters and not assume that email is private and confidential. It violates York University policies for any user of official email addresses to impersonate a University office, faculty/staff member, or student. Users must be careful to send messages only to the intended recipient(s). When using the "reply" or "reply all" command, particular care should be taken during email correspondence.

Faculty and SMEs will determine how electronic forms of communication (e.g., email) will be used in their classes. **HOWEVER, NO GRADED ASSIGNMENTS should be turned in to an instructor via email for a York University Online course. ALL GRADED ASSIGNMENTS for York University Online should only be submitted officially through the Learning Management System (LMS) (e.g., Canvas) for documentation.**

Canvas is York University's Official Learning Management System (LMS). The cloud-based LMS makes online learning much easier in today's mobile world. Canvas is best known for being the most reliable LMS today. All assignments for York University Online should be submitted officially through Canvas.

Email and Canvas Profile Photo

It is nice, but not required, for York University's students to update their profile photos in BOTH Canvas and their york.edu email.

To upload your professional picture to your york.edu account, please:

1. Find a photo you would like to be your Gmail profile picture and put it in a JPEG file on your desktop.
2. Follow these general directions (sometimes digital product updates; please be discerning as likely the process is close to these directions):

<https://youtu.be/-DG6ndlwb6w>

To upload your professional picture to your Canvas account, please:

1. Find a photo you would like to be your Gmail profile picture and put it in a JPEG file on your desktop.
2. Follow these general directions (sometimes digital product updates, please be discerning as likely the process is close to these directions):

<https://youtu.be/i8JOpGPW Jo>

PantherNET

PantherNET - Links you to an external site and is a dashboard with quick links that can help you access your YUO tools, such as:

You will use your SAME YUO credentials for all these logins (York University email address and password).

- Canvas
- Email
- Student Information
- Financial Aid
- Courses
- Tuition Payments
- Employee information
- [PantherNET](#)

YU Online: Textbook for Courses



Ebooks Vs Textbooks

YUO is 100% textbook free in all master's level courses. This means that there are no textbooks to purchase for any master-level course. All required readings are embedded in each course and unit.

YUO is transitioning from textbooks to Open Educational Resources (OER) so that students do not have to purchase textbooks in the undergraduate program.

If your course requires a textbook, you can order it online from a publisher or a digital seller like Amazon.

On campus students taking an online course may be able to order required books through our York University bookstore. York University Bookstore: Call: 1-402-363-5661 (during normal Central Time hours) or email: dsheldon@york.edu

You can see what undergraduate [textbooks](#) are in your online course here (updated frequently).

YU Online: Plagiarism & Academic Dishonesty



Plagiarism & Academic Dishonesty:

All assignments for a course are to be created and completed by the student enrolled in the course, with no exceptions.

York University utilizes a built-in plagiarism checker called Copyleaks on all assignments. Students should not have a plagiarism score greater than 30% using this tool. Students may resubmit assignments and edit them to reduce their plagiarism scores.

As a student, you are responsible for knowing and adhering to the Honor Code:

York University is committed to academic integrity. Academic integrity is essential to the success of the University's educational and transformational missions, and violations of academic integrity constitute serious offenses against the entire collegiate community. This academic integrity policy and Honor Code are designed to guide students as they prepare assignments, take examinations, and perform the work necessary to complete their degree requirements.

The principles of academic integrity require that a student:

- Properly acknowledges and cites all use of the ideas, results, or words of others
- Properly acknowledges all contributors to a given piece of work
- Makes sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- Obtains all data and results by ethical means and reports them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- Treats all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This conduct requires that a student neither facilitates academic dishonesty by others nor obstructs their academic progress.

- Upholds the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary to ensure that:

- Everyone is given proper credit for his or her ideas, words, results, or other scholarly accomplishments
- All student work is fairly evaluated, and no student has an inappropriate advantage over others
- The academic, ethical, and spiritual development of all students is fostered
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the integrity of the institution and the value of the degrees awarded to its students. Therefore, every member of the York University community bears a responsibility for ensuring that the highest standards of academic integrity are upheld, and violations of this policy will be dealt with through York University's adjudication process. The **first violation** will result in a zero on the assignment, and the **second** will result in being dropped from the course and a WF on the transcript. If **additional violations** occur, **the student faces suspension** from the University.

What is Academic Dishonesty?

Plagiarism: In short, plagiarism presents another existing work, original ideas, or creative expressions as one's own without proper attribution. This includes the use of artificial intelligence (A-I) generated content. It is a violation of the Honor Code and does not keep with a Christian institution of higher education. Plagiarism, more narrowly defined, can come in many forms:

- Word-for-word plagiarism
- Paraphrasing plagiarism
- Plagiarism of primary or secondary sources or ideas
- Using A-I generated software to complete your Discussion Boards and/or assignments for you

To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation for block quotes, and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.

Collaborative Effort: While the collaborative effort may or may not have been considered acceptable practice at a student's high school, York University broadly defines collaborative effort as outside the bounds of integrity and a violation of the honor code. A natural exception to this rule is the group project.

Cheating: Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting research papers, research results and reports, analyses, etc., as one's own work when they were, in fact, prepared by others. Some common examples are:

A-I Generated Content: A-I generated content refers to any educational material or learning resource that has been created using artificial intelligence technology. This can include text, audio, video, or interactive content, such as quizzes, games, and simulations.

Fabrication: Fabrication is the invention or falsification of sources, citations, data, or results and recording or reporting them in any academic exercise. Some examples are:

Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who intentionally facilitates a violation of academic integrity can be considered to be guilty as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

Academic Sabotage: Academic sabotage is deliberately impeding the academic progress of others.

Violation of Research or Professional Ethics: Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication.

Violations Involving Potentially Criminal Activity: Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty.

Grades & Grading Scale: Graduate and Undergraduate



Undergraduate and Graduate Grading Scale (This should be posted in your course guide):

90-100 A

88-89.99 B+

80-87.99 B

78-79.99 C+

70-77.99 C

68-69.99 D+

60-67.99 D

0-59.99 F

Courses will end/close at 11:59 P.M. Central on Fridays of the final week of class.

Grades of Incomplete or "I"

All faculty are expected to have grades completed on time, with no exceptions. For grading to be completed on time, students should have all their work done by the time the course closes in Canvas so that grades can be calculated. This process is important as it affects student Financial Aid, ability to be registered for future coursework, and success in other courses.

Only in an extenuating circumstance, as guided by the extenuating circumstance policy, should a student receive a grade of an "I." **Only students, not faculty**, may initiate the request. To initiate a request, students must review and fill out the "Online Incomplete Grade Policy and Form." Under the condition that an instructor approves the "I" grade, the instructor will need to provide in writing on the form the steps necessary to complete the remaining coursework, including assignments and dates.

Should a grade need to be changed, it must be done NO LATER than 30 days after completing a course. However, the instructor reserves the right to choose how long, at their own discretion, students get to extend their courses should the students meet the approved criteria. At this time, all "I" grades will be changed to the grade earned in Canvas.

Incomplete Grade Policy & Form:



Incomplete Grade
Extension Request Form

Grade of "WF"

The grade of WF can be assigned for dropping a course by failure to attend according to the course or institutional attendance policies located in your course guide and/or the academic catalog.

A grade of WF will be used to calculate your CGPA (which GR students must maintain at 3.0 or higher). As you learned earlier, attendance is taken as participating in the assignments on Canvas or emails with the professor about class materials or your participation. If you cannot turn in assignments on time, please contact your advisor before week 5 of class for alternatives to being awarded an F or WF.

Adding or Dropping a Class

Instructors are not allowed to add or drop students. Students wanting to be added to or dropped from a class must take the following action.

For undergraduates: contact the Registrar, Mr. Jared Leinen, jaleinen@york.edu

For graduate students:

- To add a class, contact your advisor, Mr. Jay Roberts, jroberts@york.edu
- To drop a class, submit the [YUO Drop Form](#)

Financial Aid Impact

Students adding/dropping courses should note that each time you add/drop a class, it may change your financial aid circumstances, and you may have to start over with your financial aid and re-accept your awards. Please contact Financial Aid immediately after submitting an add/drop request.

Withdrawing from Online Classes

A student can exit a class once registered in three ways: drop, student withdrawal, and administrative withdrawal.

Drop. Once registered, a student may drop the class before it has begun or through the first five days of official instruction (i.e., usually the Friday after online classes officially begin). There is no academic penalty; the class will not be reflected in GPA or credit hours attempted. Financially, the amount the student is ultimately charged will depend on the amount of work done and when the college was notified; the tuition charged may be anywhere from 0 to 100%.

Student Withdraw. Students may initiate a class withdrawal during the first 5/8ths (approximately) of the term. For 8-week online classes, this is the Friday of Week 5. For 6-week online classes, this is the Friday of Week 4. In this case, the grade of 'W' will be used on the academic record but not in computing GPA. Financially, the student will be charged full tuition, and the withdrawal may impact Financial Aid eligibility.

Administrative Withdraw. Student inactivity (e.g., not logging in, not participating in Discussion Boards, or not turning in assignments) may generate a student progress review. If the student has not notified the college of extenuating circumstances, the administration may choose to drop the student due to a "failure to attend." In this case, the grade of 'WF' will be used on the academic record, the student will receive zero credit points, and it will be factored into the GPA. Financially, the student will be charged full tuition, and the withdrawal will impact Financial Aid eligibility.

YU Online: Extenuating Circumstances

Extenuating Circumstances:

When students are evaluating whether or not they qualify for Extenuating Circumstances and should initiate the request in their York University Online course, they should review the following regarding the circumstances in question:

- Circumstances must be out of your control; you could not have prevented them.
- Circumstances must have had a significant impact; they must have negatively impacted your ability to study or undertake an assignment.
- The timing of the circumstances must be relevant to the claimed impact.

Guidance about Timescale in the Extenuating Circumstances Procedure:

- For Coursework: Claims must be submitted BEFORE the coursework deadline.
- For Exams and Major Assessments: Claims must be submitted within SEVEN DAYS of the affected examination.
- For Late Course Completion: Students who want to have an extension on finishing a course must have the following:
 - Completed at least 80% of ALL coursework in the class at the time of the course ending **AND**
 - Understand their grade will be submitted ON TIME with a grade of an "I" and that they are responsible for setting a completion date within a reasonable time frame, at the instructor's discretion, no later than 30 days after the course end date.

Supporting Evidence:

- Claims must be accompanied by supporting evidence.
- Do not miss a deadline for submitting a claim because you are waiting for supporting evidence.
- Where evidence is unavailable to you at the time of the claim, you may opt to submit it separately. Examples of evidence include Doctor's Notes, Email Notices, etc.

Submission of an Extenuating Circumstance Claim:

- Claims are first submitted to the instructor.
- The instructor has the right to determine if the claim and evidence are acceptable for a student to continue to submit coursework, exams, and major assignments or late completion of a course.
- If the instructor does not believe the student has a case for an extenuating circumstance, the student may appeal to the Program Director of their appropriate program.

Assignment Rubrics

Each assignment that you submit will have a rubric that you can view to learn how the faculty will grade the assignment. Please look at the directions for the assignment and the rubric before completing the assignment. Sometimes, there will be additional expectations on the rubric.

To access a discussion board rubric, please click on the three dots at the top left corner of the discussion board assignment. Select the button that says "show rubric."

GRS 5311 01 F21 > Discussions > Discussion Board: Class Introductions (Video)

2020-2021 - Fall Semester

Home
Modules
Assignments
Discussions
Grades
People
Files
Syllabus
Quizzes
Conferences
Collaborations
CourseEval

This is a graded discussion: 20 points possible [Show Rubric](#)

Discussion Board: Class Introductions (Video)

Welcome to class! In this first discussion board, you will record a short video introducing yourself to the class. Post this as your initial post (thread). The length of the video is up to you but must contain one of the following:

- **Eight Nouns:** Post to the discussion forum eight nouns that best describe yourself. Describe why each particular noun is representative of who you are.
- **Five Pictures:** Showcase five pictures or images that best describe yourself. Make sure to cite the sources for images that are not your own. Describe how the pictures represent who you are.

Additionally, please share:

For an assignment rubric, scroll to the bottom of the page, and the rubric will be there.

Points: 20
Submitting: a text entry box or a file upload

Due: - For: Everyone Available from: - Until: -

Topic Choice and RQ

Criteria	Meet	Below	Pts
Overall Statement	5.0 pts Meet Statement is clear. It clearly states the opinion and position on the issue.	0.0 pts Below Does not give information about what will be discussed or the direction of the study.	5.0 pts
Grammar	5.0 pts Meet No errors are present. The statement follows mechanics of English with no errors.	0.0 pts Below Statement is hard to understand as a result of poor grammar errors.	5.0 pts
Wording	5.0 pts Meet Uses appropriate wording with no cliches, slang or overused adjectives.	0.0 pts Below Words are incorrectly used or has an unprofessional tone.	5.0 pts
Length	5.0 pts Meet The statement is written to the point, with no unnecessary wording.	0.0 pts Below Too long and takes more than two sentences to compose.	5.0 pts
Total Points: 20.0			

Academic Advising

Academic advisors will assist you in ensuring that you are progressing through your program of study.

For all online undergraduate students, Jared Leinen jaleinen@york.edu is your academic advisor. He will tailor your schedule according to your needs and the availability of courses.

For all master-level students, Jay Roberts jroberts@york.edu is your academic advisor. He will:

1. Develop a Plan of Completion (POC) for you according to your major and area of concentration
2. Register you for the next course
3. Review your progress in your current classes as well as the overall program
4. Assist you with any student questions

Graduate Degrees and Concentrations

Masters of Education Areas of Concentration

- C&I Curriculum and Instruction
- EDL Educational Leadership (non-licensure)
- EDP Educational Leadership Principal Endorsement
- SEL Social-Emotional Leadership
- SPA Sports Administration
- ECE Early Childhood Education

Master of Arts in Organizational and Global Leadership Areas of Concentration

- OL Organizational & Global Leadership (main track)
- BIL Business Information Leadership
- SEL Social-Emotional Leadership
- SPA Sports Administration

For dual concentrations or modifying your concentration, contact your advisor.

Approved BA to MAE/MOL (B2M) Programs Departmental Course Substitutions

The following classes have been approved as substitute classes from the Bachelor's level requirement, which **also** satisfies Master level course requirements:

BA Education	Master of Arts in Education
EDU 373-Instructional Technologies	MAE 5361- Learning Through Technology
EXP 313 – Experiential Studies in Multiculturalism	GRS 5341 – Navigating in a Diverse Society
Any Upper or Lower-Level Elective if needed to get to 120.	Any MAE course if documented by UG Advisor, Dean of Online, and Registrar.

Business Administration	Master of Organizational & Global Leadership
BUS 323 – Business Communication	MOL 6361 – Crisis Communication and Leadership
FIN 313 – Financial Management	MOL 6321 – Budgeting and Finance
MGM 313 – Principles of Management	MOL 6531 – Building and Managing Teams
MGM 413 – Organizational Behavior	MOL 5331 – Organizational Leadership and Human Behavior
SPM 423 – Sports Law and Ethics	MOL 5321 – Ethics and Professional Responsibilities
MGM 373 - Entrepreneurship	GRS 5331 Program Planning and Evaluation
Any Upper or Lower-Level Elective if needed to get to 120.	Any MOL course if documented by UG Advisor, Dean of Online, and Registrar.

See the B2M student handbook for complete details and qualifications (November 2023)

Course Requirements Checklist

You will see a Course Requirements Checklist (CRC) in Unit 1 of each course. You must log in and complete the CRC by the first Wednesday of each course start.

CRC Quiz

In every course, you will first do a CRC quiz with true/false questions that will give you an automatic positive grade in your course. These questions pertain to plagiarism, acceptance of course registration, and an understanding of student expectations.

You must log in right away to your course in the first week and take this quiz by **Wednesday 11:59 P.M. Central** after your course has opened.

If you do not want to be in the course, you should NOT submit the CRC quiz as by submitting the quiz, you acknowledge that you are planning on 'attending the course.'

If you are considering dropping the course, contact your student advisor immediately.
jroberts@york.edu

YU Online: Late Assignment Submission Policy



Each instructor creates their own late policy within their course. Please review your course's late policy before starting the course.

Students should strive to complete and submit all of their work on time. Instructors appreciate knowing in advance if there is a circumstance when your work might be late.

Special Accommodations & Disability Services Information

Every course will provide the following information within their syllabus and course guide:

Accommodations & Disability Services:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to Tonya Carr, Director of Special Populations. She may be contacted by phone at (402) 363-5616 or by email at tonyacarr@york.edu for an appointment. Pending the results of your evaluation, appropriate accommodations may be provided for you.

If you have a condition that may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, or that would make your learning in the class difficult, you are encouraged to discuss this in confidence with the instructor and/or the ADA Compliance Officer. If you have general questions about the Americans with Disabilities Act (ADA), contact the ADA Compliance Officer, Todd Sheldon, at (402) 363-5601 or by email: tsheldon@york.edu.

Disability Services provides support and resources for any student who:

- Has self-identified as having a person with a disability
- Provides supporting documentation as needed, and
- Is requesting reasonable accommodations

Documented Disabilities fall under the Americans with Disabilities Act (ADA) Section 504 of the Rehabilitation Act of 1973.

The York University Student Academic Support Services provides accommodations for various types of disabilities, including but not limited to:

- Attention deficit disorders
- Learning disabilities
- Mobility disorders
- Psychiatric disabilities
- Sensory disabilities
- Blindness/low vision
- Deaf/Hard of Hearing
- Autism spectrum
- Systemic (health-related) conditions. Some of these conditions can flare up at any time.
- Traumatic brain injuries

Procedure for students seeking accommodations:

1. The **student initiates** this process. We recommend starting this process as early as possible to ensure your needs are met before the start of the semester or term.
2. Gather official documentation and send it to the Coordinator of Student Academic Support Services. (The student provides documentation. York University will not request documentation on behalf of the student.)
3. Acceptable forms of documentation are:
 - Statement of a specific disability from a qualified professional (i.e., physical, therapist, counselor, certified educational psychologist, etc.)
 - Copies of secondary school records establishing the existence of a disability and accommodations provided at the secondary level.

*Please note that an IEP and or 504 plan may provide helpful insight into what accommodations will benefit the student. However, they do not obligate York University to provide the same accommodations.
4. Complete the "Student Disability Identification Form. The student must use their york.edu email to access the link. [Student Disability Identification Form](#)
5. Schedule an appointment or conversation.

Faculty will generally receive accommodation notifications on or before the first day of classes. However, a student can identify at any point in the semester or term. Accommodations are not retroactive.

Here are a few examples of accommodations that may apply in an online environment:

- Extended time for testing (usually time and a half)
- Use of alternate-format textbooks
- Allow extra time for responses within discussion boards
- Extended deadlines for completing papers or projects. The instructor determines the new deadline. It is the student's responsibility to keep track of the new deadline.

Faculty Responsibility

- Maintain academic standards and expectations for all students
- Provide requested accommodations
- Be available for students as you work out how to provide accommodations for them.
- Contact the Student Academic Support Services with any questions, concerns or clarifications.
- Award grades appropriate to the student's demonstration of mastery of material and meeting course requirements
- Maintain confidentiality

- Provide a readily available statement within your course for Student Academic Support Services:

It is against the law to ask a student if he/she has a disability or to ask what the student's disability is. An individual's disability is confidential. Students choose when and whom to disclose. Accommodations should not be discussed in the presence of other students or with others who do not have an educational need to know.

Library Services, Personnel, and Access

York University library services are integrated into Canvas. To see all of our databases, personnel, services, open hours, etc., please review the Library link found in the blue column on the left-hand side of your dashboard.

This service is available to undergraduate and graduate students, including the summer sessions.

If you would like to schedule an appointment with the Writing Center or Tutor, please use this link or scan the QR Code: [EDGE Appointment](#)



[Download ARC at Levitt Flyer](#)

ARC @ Levitt: Library Resources, Writing Center & Style Guides

Available for all York University Online students (**undergraduate and graduate**)

York University Library

York University students utilize the ARC @ Levitt as their library resource and writing center. Here is a link where you will find a tutorial on how to access our [EBSCOHost](#) Articles and Digital Resources both from Canvas and our website:

YU Library Access - <https://youtu.be/I5LWI6N6NCM?si=z2cJtNT88yt4eWdp>

York University Tutoring and Writing Center

York University Online students (undergraduate and graduate) can connect with our main-campus Writing Center and academic tutors.

The ARC @ Levitt can assist with grammar and mechanics, but our assistance will be in the form of advice. The goal is for all students to become independent and not for the center to become editors or proofreaders.

Currently, if any student would like assistance, they can schedule an appointment through [EDGE Online](#), and you can choose a time and upload a paper. The first time, you will have to set up an account using your York Email and password.

It is best if online students do asynchronous work with The Writing Center. In our system, this is called "eTutoring."

NOTE: Making an 'appointment' does not mean the student needs to show up in person for that time frame. It just means the work will be viewed initially at that time by The Writing Center team. Students should receive their work returned within 72 hours.

Amanda Smith is our Library Support Services Manager for online studies. Her duties include being available for graduate students needing resources, tutoring, or Canvas assistance. She is available for video conferences in Edge Online Tutoring (just look for her name in the "Schedules" drop-down menu.

It is recommended that a student who has made an appointment share that receipt with their instructor through email as proof of attendance!

Writing Resources

Writing is a process... academic writing is a bigger process that not everyone is familiar with or has had an opportunity to learn. I hope these resources benefit you, as I found they were for me during my educational journey! - Dr. Couch

Grammarly has two versions: a free version, which is extremely beneficial, and a paid version for those who want to take their writing to the next level. I highly recommend getting at least the free version of Grammarly! It is like having a writing consultant sitting with you as you work. It makes your assignments look professional, and you can impress your instructors! If you are interested, here is the link: www.grammarly.com.

Inspiration is a software product for those who think in pictures and need visuals (me!). This product has mind mapping, and with a push of a button, you have an outline for your writing, copy and paste that into a Word document, and have the start of your paper. It will also build a PowerPoint for you with another push of a button. There is a free trial, but to purchase the software, if you are interested, you can find it at this link: <https://www.inspiration-at.com/>.

Speech Dictation: Most computers now have the capability to do dictation and write for you. You must check out what it wrote and ensure it is what you intended it to say! Similar to voice-to-text! This is a great way to write while reading a journal article and not plagiarize. As you read, you can reword what the author of the article is saying and then cite your references.

APA 7th Edition

Master's level students and some undergraduates are required to use the APA 7th Edition for their writing.

The following are instructional aids for the Seventh Edition *Publication Manual* and *Concise Guide to APA Style*. They can be used in homes, classrooms, libraries, or anywhere you are learning or teaching APA Style.

These instructional aids are in PDF format and include:

- Guides to introduce writers to APA Style or provide a brief overview of specific topics
- Checklists to use during the writing process
- Interactive activities to improve APA formatting or writing

General Seventh Edition

Note: These resources are in PDF format:

- [APA Style Research Article Assignment](#)
- [Guide to What's New in the Publication Manual of the American Psychological Association, Seventh Edition](#)
- [Student Paper Checklist \(Concise Guide version\)](#)
- [Student Paper Checklist \(Publication Manual version\)](#)
- [Test Your APA Style Knowledge Quiz](#)

Paper Format

Note: These resources are in PDF format:

- [Abstract and Keywords Guide](#)
- [Discussion Phrases Guide](#)
- [Heading Levels Template: Student Paper](#)
- [Heading Levels Template: Professional Paper](#)
- [Student Paper Setup Guide](#)
- [Student Title Page Guide](#)

In-Text Citations and References

Note: These resources are in PDF format.

- [APA Style Guide to Common Reference Examples](#)
- [APA Style Reference Formatting Activity \(.docx\)](#)
- [APA Style Reference Guide for Journal Articles, Books, and Edited Book Chapters](#)
- [APA Style Scaffolded Reference Elements Worksheet](#)
- [Avoiding Plagiarism and Self-Plagiarism Guide](#)
- [Creating an APA Style Reference List Guide](#)

- [In-Text Citation Checklist](#)
- [Journal Article Reference Checklist](#)
- [Paraphrasing and Citation Activities](#)
- [Six Steps to Proper Citation Infographic](#)

Mechanics of Style and Writing Style

Note: These resources are in PDF format.

- [Abbreviations Guide](#)
- [Numbers and Statistics Guide](#)
- [Transitions Guide](#)

The following two sample papers were published in annotated format in the *Publication Manual* and are reproduced here for your reference. The annotations draw attention to relevant content and formatting and provide users with the relevant sections of the *Publication Manual* (7th ed.) to consult for more information.

- [Annotated student sample paper \(PDF, 2 MB\)](#)
- [Annotated professional sample paper \(PDF, 3 MB\)](#)

We also offer these sample papers in Microsoft Word (.docx) file format without annotation.

- [Student sample paper \(DOCX, 36 KB\)](#)
- [Professional sample paper \(DOCX, 96 KB\)](#)

Sample paper templates by paper type

These sample papers demonstrate APA Style formatting standards for different paper types. You can download the Word files to use as templates and edit them as needed for the purposes of your papers. We plan to share additional sample papers and templates, including more student sample papers.

- [Quantitative professional paper template \(DOCX, 77 KB\)](#)
- [Qualitative professional paper template \(DOCX, 72 KB\)](#)
- [Mixed methods professional paper template \(DOCX, 68 KB\)](#)
- [Literature review professional paper template \(DOCX, 47 KB\)](#)
- [Review professional paper template \(DOCX, 112KB\)](#)

APA Formatting & Citation Resources

Formatting Websites

[APA 7 PowerPoint](#)

[APA Style Quick Guide \(7th Edition\)](#)

[Purdue Owl/APA](#)

[Concise Guide to APA 7th Edition](#)

Poster of Guidelines

PURDUE UNIVERSITY

American Psychological Association (APA) Style Guidelines Overview

OWL
ONLINE WRITING LAB

Introduction
This poster provides basic rules for using APA style. To supplement this material, consult the *Publication Manual of the American Psychological Association* (7th edition). The APA manual is available in most writing centers, libraries, and bookstores. You may also reference the Purdue University Online Writing Lab (OWL) for information on APA: <http://owl.purdue.edu/owl>.

Formatting
Type APA papers on white 8.5 x 11 inch paper. Margins should be 1 inch on all sides. Text should be double-spaced. Use a legible font in 10 to 12 pt. size. Include a page header at the top of every page. To create a page header, type "TITLE OF YOUR PAPER" flush with the left margin. Abbreviate your title to 50 or fewer characters. Then insert page numbers flush right.

Title Page
Title pages should include the "TITLE OF YOUR PAPER" in the header. In the upper half of the title page, type your name, the byline, and affiliation centered on separate lines. Student paper title pages include the title, author name and affiliation, course number and name, instructor name, and assignment due date.

Abstract
On a new page, center and type the word "Abstract." Beginning with the next line, type a double-spaced paragraph of 250 or fewer words summarizing your paper. Abstracts are not typically required for student papers.

Main Body
The top area of the body pages should contain the header and the page numbers. Page margins should be 1 inch. Indent first lines of paragraphs one-half inch from left margins.

Headings
APA uses a five heading system to separate papers: Level 1: Centered, boldface and titlecase heading; Level 2: Left-aligned, boldface, titlecase heading; Level 3: Left-aligned, boldface italic, titlecase heading; Level 4: Indented, boldface, titlecase heading with period; Level 5: Indented, boldface italic, titlecase heading with period.

In-Text Citation
Basics
Use the past tense or present perfect tense when using signal phrases to describe earlier research, e.g., "Jones (2020) found" or "Jones (2020) has found." Follow the author-date method of in-text citation: (Jones, 2020).
Place direct quotations longer than 40 words in a free-standing block of double-spaced lines and omit quotation marks. Start the quotation on a new line, with all lines indented .5 in. from the left margin. Indent the first line of any subsequent paragraph within the quotation an extra .5 in. Place the parenthetical citation after the closing punctuation mark.

A Work with One or Two Authors
Name the author(s) in the signal phrase or in the parentheses. Spell out "and" in signal phrases but use the ampersand in parentheses.
Fan and Orsog (2020) found that... (Fan & Orsog, 2020).

A Work by Three or More Authors
Include the name of the first author plus "et al." in each citation, including the first, unless that would create ambiguity with another source.
Gustafson et al. (2019) argued that... (Gustafson et al., 2019)

Avoiding Ambiguity With Multiple Sources
When different sources have similar groups of authors, include as many authors as are necessary to differentiate between the sources.
Gutierrez, Jones, Wang, et al. (2019) argued that... On the other hand, Gustafson, Jones, Pakli, et al. (2018) claimed that...

Unknown Author
If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Italicize titles of books and reports; titles of articles and chapters go in quotation marks.
A similar study was conducted with accident learning to format research papers ("Doing APA," 2021).

Organization as Author
For organization or government agency authors, mention organizations in the signal phrase or the parenthetical citation the first time you cite it.
According to the American Psychological Association (APA) (2020)...

Two or More Works in the Same Parentheses
When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.
(Chen, 2020; Ruiz, 2019)

General Mentions of Common Websites, Software, and Applications
Mention the site in the text and include the address in parentheses. Software and apps use version numbers in parentheses.
We consulted the Purdue OWL (<http://owl.purdue.edu>).

References
Basics
References lists appear at the end of papers on a separate page. Center and type the word "References" at the top of your list. All lines after the first line of each entry in the list should be indented .5 inch from the left margin. Author's names are inverted; give last names and initials for all authors of a work unless the work has more than 20 authors. Sources should be listed in alphabetical order and double spaced.

Single Author Periodical
Author, A. A. (Year). Title of article. Title of Periodical, volume number(issue number), page. DOI

Other Author Variations
For two authors, use the ampersand and separate with a comma.
Lestonme, A. A., & Lestonme, B. B.

For three to 20 authors, separate all names with a comma and use an ampersand before the final name, similar to the above.

For 21 or more authors, follow the pattern above for the first 19 authors, use an ellipsis, and write the final author's name.

For an organization as author, write the whole name of the organization: American Psychological Association.

For an unknown author, start with the title of the work and follow all other guidelines.

Book
Author, A. A. (Year). Title of book. Publisher Name.

Chapter in Edited Book
Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), Title of book (pp. 1-25). Publisher Name.

YouTube Video
Uploader, A. A. (Date). Title of work [Description]. YouTube. URL

Podcast Episode
Host, A. A. (Date). Title of episode (No. 1) [Audio podcast episode]. In Title of podcast. Publisher. URL

Tweet
Author, A. A. (@username). (Date). Content of tweet up to first 20 words. Site Name. URL

Page on a Website
Most online sources that do not fall under other categories (social media posts, blog, journal) will use this template, including articles on news websites such as BBC News and pages on government or NGO websites.
Author, A. A. (Date). Title of page. Site Name. URL

Sample Paper

[20200128APA7StudPaper.pdf](#)

York University and Title IX Reporting - What is it?

What is Title IX?

Title IX is a Federal Law that serves as a powerful tool for combating campus violence. The law requires that universities that receive federal funding combat gender-based violence and harassment and respond to survivors' needs to ensure that all students have equal access to education.

Here is a voiceover on [Title IX](#) and how it relates to York University.

What are the responsibilities of an Online Instructor?

York University Online instructors are considered "Responsible Employees" and are responsible for the welfare of students, employees or staff. Responsible Employees are required to report immediately any information they know about suspected prohibited conduct or potential violations of the Title IX Policy.

Please review the following YU policy and procedures on Title IX:

<https://www.york.edu/student-life-office/title-ix.php>

Diversity-York University's Student Body

York University's main campus is very diverse. In fact, it was documented as the most diverse campus in Nebraska. Current times are bringing about diversity conversations in many new or uncomfortable ways. Our York University Online campus environment must display awareness, respect, and openness to all individuals.

York University President, Dr. Sam Smith, stated:

York University is blessed with a student population that is remarkably diverse. Our cultural, ethnic, and racial diversity creates a rich community and adds immeasurable value to the student experience. Our students and our entire campus community should have opportunities to celebrate our differences, engage in challenging dialogues, and participate in programs that honor every culture, ethnicity, and race in ways that reflect and reinforce the core values of the College.

Read the full York University Diversity statement:

<https://www.york.edu/about/diversity.php>