

**Academic Standards, Curriculum and Pedagogy Committee  
Report to Senate at its meeting of February 26, 2015**

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## Major Modifications to Existing Programs

1. **Program:** Global Health, Faculty of Health
2. **Degree Designation:** BA and BSc
3. **Type of Modification:** Establishment of Honours and 90-credit (delayed-entry only) degree options to the BA and BSc Programs in Global Health
4. **Effective Date:** FW2016-2017

### 5. Provide a general description of the proposed changes to the program.

This is a proposal for the addition of two new program options in Global Health: 1) a 120 credit Honours Bachelor of Arts (BA) and Bachelor of Science (BSc) degree, and 2) a 90 credit (delayed-entry only) BA and BSc degree. Housed within the Faculty of Health, these programs would commence in Fall/ Winter 2016. The Global Health program currently comprises a unique, Specialized Honours BA and BSc program, both of which have a common core of 60 credits, plus a minimum of 21 credits in an area of concentration of which there are currently four: Global E-Health; Global Health Policy, Management and Systems; Global Health Promotion and Disease Prevention; and Global Health and the Environment. An interdisciplinary program, it introduces students to the field of global health while allowing them to gain an in-depth understanding in an area of concentration. The Program draws on curriculum from across the four units in the Faculty of Health (Health Policy & Management, Kinesiology & Health Science, Nursing, and Psychology) and the Faculty of Environmental Studies. Administered under the auspices of the Dean's Office, the program is governed by a Faculty-level Steering Committee. The Global Health Program provides theoretical foundations that span public health, epidemiology, and the social sciences (e.g., demography, political economy, law and human rights).

The proposed Honours BA and BSc program in Global Health offers students a degree option with the flexibility to combine their Major in Global Health with another Major or Minor program. The implementation of this program will provide students with an opportunity to expand their perspectives and potentially, career options, as well as the opportunity to pursue graduate studies in a variety of related academic fields.

The proposed 90 credit (delayed-entry only) BA and BSc degree will give students the option to complete a three-year degree that draws on core global health courses. It will allow students in the honours program who fail to maintain their honours standing the option to complete a degree in Global Health.

### 6. Provide the rationale for the proposed changes.

A 2009 report published by the Center for Strategic and International Studies<sup>1</sup> attributed the growth in global health-related programs to three driving factors: (1) Significant changes in higher education policies which emphasize the need for greater internationalization from a position of enlightened self-interest; (2) increased visibility of the global public health agenda; and (3) actual and anticipated increases in the flow of resources directed to global health concerns. These factors may have given rise to the creation of York's Specialized Honours Global Health BA and BSc program, launched in September 2014. The program is expected to attract highly motivated students, many of whom will excel in their studies and will be interested in pursuing graduate studies or professional programs.

The impetus for the proposal to add a 120 credit Honours BA/BSc option came from the Global Health Curriculum Implementation Committee (CIC), which suggested that some students might want to do a double major or a major/minor but this would not be possible with the Specialized Honours BA/BSc degree because its requirements do not leave sufficient room for the necessary additional credits. The idea of adding an Honours program was supported by the Faculty of Health's Office of Student and Academic Services (OSAS), which

<sup>1</sup> Merson, M. H., & Page, K. C. (2009). *The dramatic expansion of university engagement in global health: Implications for U.S. Policy*. Washington, DC: CSIS Global Health Policy Center. Available: [http://csis.org/files/media/csis/pubs/090420\\_merson\\_dramaticexpansion.pdf](http://csis.org/files/media/csis/pubs/090420_merson_dramaticexpansion.pdf)

further noted that students may not be ready to declare an area of concentration in their first year. This view was confirmed by the Program Coordinator in meetings with about a dozen individual first year students regarding selection of their area of concentration. Moreover, by the end of year one, only about half of the first year cohort of students had declared their choice of concentration, despite a number of emails reminding them to do so and advising them that this declaration is necessary in order for them to proceed to level two. This experience suggests that some students need a longer period of time in which to decide whether and where to specialize. Furthermore, some students may prefer not to specialize but may wish to stay in an honours program with more room for electives and the option of adding another major or a minor. The Global Health Steering Committee (GHSC) concurred with these rationales for developing a proposal for an honours program.

While no student survey was conducted to determine the level of interest in an Honours Global Health BA/BSc degree option, informal discussions with individual students and with groups of current and prospective students over time confirmed our assumption that there is strong interest in this option. In addition, three fourth-year students from another program in the Faculty of Health who were involved with the Global Health program as student representatives validated the desirability of an Honours Global Health degree option. The proposal was developed by the GH program office in consultation with the above mentioned Global Health committees (CIC and Steering Committee) as well as OSAS.

The rationale for adding a 90 credit delayed-entry only BA/BSc degree option was the recognition that some students may struggle with the Specialized Honours program requirement of 60 credits in core courses plus an area of concentration at the upper level. Moreover, some students may have difficulty maintaining the minimum 5.0 GPA required to remain in an Honours program. Without a 90 credit BA/BSc degree in Global Health available to them, these students would have to be transferred to the 90 credit BA/BSc in Psychology (the only other 90 credit BA/BSc option in the Faculty of Health), and they would need to apply to transfer back in order to graduate with a degree in Global Health.

The 90 credit BA/BSc degree option would not be available for direct entry. Rather, it would allow students having difficulty maintaining the minimum 5.0 GPA required to continue in an Honours program and others interested in an earlier entry to the workforce to complete a degree in Global Health. It would also offer students wanting to pursue admission to a professional program (e.g., medicine, or a second entry nursing program) an alternative to completing an Honours program. Such students could complete a degree in in three years and then continue their studies in the chosen professional program. In addition, the program would be accessible to students in other programs across the Faculty of Health who may wish to widen their program options. Students in the 90 credit BA/BSc Global Health degree option would be exposed to foundational courses in the discipline as well as several higher level courses. Students would be able to change their degree to the Honours or Specialized Honours programs if they meet the honours progression requirements.

## **7. Comment on the alignment between the program changes with Faculty and/or University academic plans.**

Like the Specialized Honours BA and BSc Global Health program, the proposed Honours program in Global Health is aligned with the University's commitment to interdisciplinarity, its vision of "enhancing quality in a globalized world,"<sup>2</sup> and its emphasis on social justice and equity. Health is a priority area in which the University plans to continue expanding teaching and research activities. The Faculty of Health's inaugural strategic plan in 2007 articulated its vision of becoming "a global leader in redefining and advancing health and human science."<sup>3</sup> This means 'keeping more people healthier longer' through broadly addressing health and its social determinants and creating an integrated health system that goes beyond medical care. It is Faculty of Health's mission to deliver innovative and relevant programs that address the dynamics of health promotion and health care in a rapidly changing global context.

York University is committed to preparing students to live and work in the global community. Accordingly, the proposed Honours BA/BSc program in Global Health aims to develop future leaders who can synthesize knowledge and develop solutions to health issues around the globe. It will provide the leaders of tomorrow with

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<sup>2</sup> Senate of York University (2010). *University Academic Plan 2010-2015: Enhancing Academic Quality in a Global World*. Toronto, ON: Author. Available: <http://secretariat.info.yorku.ca/files/UAP2010-2015.pdf>

<sup>3</sup> Faculty of Health. (2007). *Faculty of health strategic plan 2007-2012*. Toronto: Faculty of Health, York University.

the skills and knowledge to contribute to the increasingly globalized world. Indeed, the University is situated in the heart of the rapidly developing York Region where immigration accounted for 60% of the population growth between 2001 and 2006;<sup>4</sup> thus, the local community is a global community. The Honours program in Global Health will enable students to gain knowledge of local-global connections in relation to global health, which will help to position graduates for success.

Likewise, the proposed 90 credit BA/BSc degree option will prepare graduates with many of the core competencies that are integral to the current Specialized Honours program and the proposed Honours program. Both programs (Honours and 90 credit BA/BSc) build on the curriculum of the core disciplines in the Faculty of Health: Health Policy and Management, Kinesiology and Health Science, Nursing, and Psychology.

**8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).**

*8.1 Honours (120 credits) BA/BSc*

The proposed Honours BA and BSc degree program in Global Health will complement the Specialized Honours program implemented in 2014. It differs in that, whereas the latter program includes a common core of 60 credits plus a minimum of 21 credits in an area of concentration, the Honours program will consist in a core of 48 credits; however, it will not have a required area of concentration nor will it include the final one-term practicum course (HH/IHST 4300 9.00) or the research capstone course (HH/IHST 4400 3.00). Therefore, because there are fewer required core and elective courses, students who so choose will be able to add a complementary major or minor from an array of programs available in the Faculty of Health and other Faculties at York University; for example, they could take a minor in Informatics, Medical Anthropology or Education Studies.

Through integrating health-related knowledge from diverse academic disciplines, a global health approach promises to achieve significant progress in rectifying global health inequities. Leadership in global health calls for a foundation in an array of liberal arts and basic and applied scientific disciplines. This degree provides interdisciplinary opportunities for students to access core knowledge in their major in addition to other disciplines within and outside of the Faculty of Health. The core courses of the degree blend diverse areas such as human biology and pathology, epidemiology, health economics and policy, health research methodologies, and healthcare planning and evaluation. Students will study the determinants, consequences, and patterns of disease across societies; the role of medical technologies and interventions in health improvements; and the economic, political, and social factors that shape local and global health.

Graduates of the Honours BA or BSc Global Health program will have core global health competencies needed to enhance the quality of life and health of people locally and around the world. Their interdisciplinary education will allow graduates to address an issue of interest from multiple perspectives, including, potentially, those obtained through adding another, complementary major or a minor.

The Faculty of Health is piloting experiential education within many of its courses including Global Health core courses and has a commitment to increasing the experiential offerings in all its Schools and programs. Curriculum in the Honours Global Health program will be delivered through a range of innovative teaching-learning methods including:

- Curricular and co-curricular introduction of skills and knowledge to attain a global vision and perspective;
- On-line and blended approaches;
- Connections with international partners for co-delivery of course material. This may include overseas universities and class sessions in which practical and timely issues are discussed.

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<sup>4</sup> York Region Community Services and Housing Committee. (February 2008). *Community social data strategy update: Census 2006 releases*. Available: <http://archives.york.ca/councilcommitteearchives/pdf/rpt%205%20cls%202-11.pdf>

All Honours BA/BSc students will be required to take the following core courses in Global Health, for a total of 48 credits:

- HH/IHST 1010 3.0 Foundations of Global Health Studies
- HH/IHST 1001 3.0 Human Anatomy Physiology for Health I
- HH/IHST 1002 3.0 Human Anatomy Physiology for Health II
- HH/IHST 2000 3.0 Global Health Policy: Power and Politics
- HH/IHST 2010 6.0 Global Health Research Methods & Measurements
- HH/IHST 2100 3.0 Chronic Diseases and Care
- HH/IHST 2200 3.0 Determinants of Health: Local to Global
- HH/IHST 3000 3.0 Epidemiological Approaches to Health Care
- HH/IHST 3100 3.0 Communicable Diseases and Care
- HH/IHST 3545 3.0 Promoting Global Health
- HH/IHST 3740 3.0 Healthcare Planning for Communities
- HH/IHST 4010 3.0 Healthcare Ethics
- HH/IHST 4100 3.0 Program Evaluation
- HH/IHST 4200 3.0 Global Health Governance and Leadership
- HH/IHST 4510 3.0 Health and Human Rights

Full degree requirements for the Honours BA and BSc can be found in Appendix A

**Honours BA graduates in Global Health will possess:**

- Breadth and depth of knowledge in key works, theories and critique of the discipline and supportive fields of study
- An understanding of foundational concepts, theories and influences on the field of global health and their relationship to other fields of study
- Proficiency in the application of various methodologies, approaches and techniques to address, critique and analyze issues in the field of global health
- An ability to recognize and develop broad connections and implications within and outside of the discipline
- An ability to communicate orally, in writing, and with the use of technology with a variety of audiences inclusive of those in the field of global health and internationally
- An appreciation of the magnitude of the discipline and the limitations of one's knowledge within it, requiring recognition of lifelong learning in the field of study

**Honours BSc graduates in Global Health will possess:**

- An understanding of scientific method, experience in laboratory practices, and a broad understanding of global health as a discipline
- A knowledge of and facility with mathematics and the language of science
- A knowledge of and facility with computational methods and tools
- Breadth and depth in science through foundational science disciplines, physical and life science and mathematics, and depth in science as it pertains to global health
- Breadth in human inquiry of issues, methodologies and thought in liberal sciences
- Demonstrated critical thinking and analytical skills inside and outside the discipline of global health
- An ability to communicate orally, in writing and with the use of technology with a variety of audiences inclusive of those in the field of global health and internationally.
- An appreciation of the magnitude of the discipline and the limitations of one's knowledge within it, requiring recognition of lifelong learning in the field of study

**Program Learning Outcomes**

Graduates of this program will be able to:

1. Utilize the requisite interdisciplinary approaches, theoretical lenses and skills that improve understanding of global health issues;
2. Demonstrate global health research competency at the undergraduate level;
3. Identify and explain basic epidemiologic and statistical methods used in the global health literature;

4. Demonstrate knowledge and skills concerning the definition and assessment of the health status of populations, the determinants of health and illness, and factors contributing to health promotion and disease prevention in resource-poor settings;
5. Identify and apply an understanding of basic human health and function at an individual, community and population level;
6. Explain the knowledge basis of social sciences, ethics, philosophy of science, basic sciences and humanities and appraise the manner in which these disciplines can be applied to address population health in local and international settings;
7. Identify and apply the appropriate quantitative and/or qualitative methods used in health promotion, disease prevention and healthcare program planning, development and evaluation;
8. Describe how multi-level governance and the political processes inherent in global health governance can affect population access to the determinants of health as well as issues of human right;
9. Discuss the importance of collaboration within the context of global health governance and leadership;
10. Demonstrate respect for the autonomy and insights of those in developing nations;
11. Identify and explain the modes of financing most likely to develop and sustain national health systems in supporting individual and global population health, as well as the human and capital resources needed to maintain them;
12. Describe ways to harness innovations in technology to develop solutions that address global health issues.

**Table 1 – Degree Level Expectations Honours BA/BSc**

<b>BA/BSc Honours (120 credits)</b>	
<b><i>Depth and Breadth of Knowledge:</i></b>	<ul style="list-style-type: none"> <li>-demonstrate understanding of global health issues</li> <li>-explain the knowledge basis of social sciences, ethics, philosophy of science, basic sciences and humanities</li> <li>- recognize the manner in which these disciplines can be applied to address population health in international settings</li> <li>-describe how multi-level governance and the political processes inherent in global health governance can affect population access to the determinants of health as well as issues of human rights</li> <li>-recognize the importance of collaboration within the context of global health governance and leadership</li> <li>-identify the modes of financing most likely to develop and sustain national health systems in supporting individual and global population health, as well as the human and capital resources needed to maintain them</li> <li>-demonstrate the ability to discuss topics and debates in the disciplinary and interdisciplinary fields</li> <li>-compare and assess the strengths and limitations of disciplinary and interdisciplinary ways of knowing and understanding our world</li> <li>- understand basic human health processes and function at an individual and community level</li> </ul>
<b><i>Knowledge of Methodologies:</i></b>	<ul style="list-style-type: none"> <li>-demonstrate research competency</li> <li>-identify and explain basic epidemiological and statistical methods</li> <li>-identify and apply the appropriate quantitative and/or qualitative methods used in health promotion and preventative health care, and program planning, development and evaluation</li> <li>-understand and apply basic research methods in global health, including research design, data analysis, and interpretation</li> </ul>
<b><i>Application of Knowledge:</i></b>	<ul style="list-style-type: none"> <li>-describe how to harness innovations in technology to develop solutions that address global issues</li> <li>-identify the central argument of an article or work under discussion</li> <li>-distinguish primary sources used in an articles</li> <li>-prepare and present written and oral work</li> <li>-demonstrate critical and analytic research and thought</li> </ul>
<b><i>Communication skills:</i></b>	<ul style="list-style-type: none"> <li>-written and oral presentations demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry</li> </ul>
<b><i>Awareness of Limits of Knowledge:</i></b>	<ul style="list-style-type: none"> <li>-query structure and boundaries of disciplinary knowledge</li> </ul>
<b><i>Autonomy and Professional Capacity:</i></b>	<ul style="list-style-type: none"> <li>- respect the autonomy and insights of those in developing nations</li> <li>- exercise initiative, personal responsibility and accountability in both personal and group contexts; able to work effectively with others.</li> <li>- demonstrate the ability to manage learning in changing circumstances, both within and outside the discipline</li> <li>- demonstrate behaviour consistent with social responsibility</li> </ul>

**Proposed BA Honours GLOBAL HEALTH  
Degree Structure and Degree Level Expectations**

<b>Year Level + Credit Value</b>	<b>BA Specified Course Requirements</b>	<b>Course Relevance to Program Requirements</b>
<b>Year 1 6.00</b>	1000 level credits in approved Faculty of Health general education or humanities categories approved by LA&PS	General Education
<b>6.00</b>	1000 level credits in Natural Science (NATS) approved by the Faculty of Science	General Education

3.00	HH/IHST 1010 Foundations of Global Health Studies	Major Core
6.00/2x3.00	HH/IHST 1000/1/2 Human Anatomy & Physiology for Health	Major Core
9.00	Elective choice	Elective credits outside the major

**BA Degree level expectations at the end of year one:**

**Depth and Breadth of Knowledge:** Students will have demonstrated that they can discuss topics and debates in the disciplinary and interdisciplinary fields. They have developed an essential overview of Global Health and an interdisciplinary approach to the Humanities and Natural Science. They have begun to compare and assess the strengths and limitations of these disciplinary and interdisciplinary ways of knowing and understanding our world. General knowledge of global health thinking and issues will be achieved, and breadth of social science and humanities will be addressed through general education requirements.

**Knowledge of Methodologies:** Students have been exposed to a broad range of techniques of investigation at the introductory level that enables students to evaluate the different approaches to solving problems using well established ideas and techniques. They have begun to devise and formulate arguments and solve problems using these methods. Their assignments in the General Education courses have included use of library research and critical evaluation of material to support work on independent and group assignments.

**Application of Knowledge:** Students will have written academic essays in the areas of Health, the Humanities, Social Science and Natural Science using recognized secondary sources. They will be able to read and identify the central argument of an article or work under discussion. Primary sources used in an article can be distinguished, and they can prepare and present written and oral work about an article that demonstrates the student's critical and analytic research and thought.

**Communication Skills:** Students will have made written and oral presentations that are clear, and which demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry.

**Awareness of Limits of Knowledge:** Students will have the support of learning through small groups and tutorials and will have the opportunity to query the structure of assignments and class expectations. Required courses introduce the student to a breadth of both sciences and arts.

**Autonomy and Professional Capacity:** Assignments in the General Education courses focus on development of critical skills, oral and written. Students will be capable of carrying out and submitting independent work that fulfills the assigned task and criteria within established timelines.

Year Level + Credit Value	BA Specified Course Requirements	Course Relevance to Program Requirements
<b>Year 2</b> 6.00	1000 level credits in approved Faculty of Health general education or social science categories approved by LA&PS	General Education
3.00	HH/IHST 2000 Global Health Policy: Power and Politics	Major Core
6.00	HH/IHST 2010 Global Health Research Methods & Measurement	Major Core
3.00	HH/IHST 2100 Chronic Diseases and Care	Major Core
3.00	HH/IHST 2200 Determinants of Health: Local to Global	Major Core
9.00	Choice from Electives	Elective credits outside the major

**BA Degree level expectations at the end of year two:**



**Depth and Breadth of Knowledge:** Students have critical core knowledge and understanding of key concepts, methodologies and theoretical approaches related to Global Health. They have developed understanding of many of the major fields in global health, including where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. All students understand the determinants of health at a societal level from both local and global perspectives.

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables them to evaluate the appropriateness of different approaches to solving problems using well establish ideas and techniques. They have devised and sustained arguments or solved problems using these methods.

**Application of Knowledge:** Students have reviewed, presented and critically evaluated qualitative and quantitative information to develop lines of argument, and they have applied underlying concepts, principles and techniques of analysis, both within and outside the discipline. Through development of breadth the student will be able to determine a focus or foci of study for their electives.

**Communication Skills:** The ability to communicate information, present arguments orally and in writing to a range of audiences. Students will be very comfortable with on-line learning and interactions in groups through use of technology.

**Awareness of Limits of Knowledge:** Students have gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge.

**Autonomy and Professional Capacity:** Students are developing the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth. Choice of electives for years 3 and 4 will support in-depth learning.

Year Level + Credit Value	BA Specified Course Requirements	Course Relevance to Program Requirements
Year 3 3.00	HH/IHST 3000 Epidemiological Approaches to Global Health	Major Core
3.00	HH/IHST 3100 Communicable Diseases and Care	Major Core
3.00	HH/IHST 3545 Promoting Global Health	Major Core
3.00	HH/IHST 3740 Health Care Planning for Communities	Major Core
18.00	Choice from electives	Elective credits outside the major

### BA Degree level expectations at the end of year three:

**Depth and Breadth of Knowledge:** Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have developed detailed knowledge of and experience in research in the area of global health. They have further developed critical thinking and analytical skills inside and outside the discipline of global health. Focus on ethical issues and understanding of health systems provides a deeper understanding of global issues.

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, or both, in global health that enables the student to describe and comment upon particular aspects of current research or scholarship.

**Application of Knowledge:** a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subjects of study; iii) apply underlying concepts, principles and

techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments and assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; and iv) solve a problem.

**Communication Skills:** Students have the ability to communicate information, present arguments orally and in writing to a range of audiences and with cultural competence. Comfort using technology for communication will be demonstrated.

**Awareness of Limits of Knowledge:** Students have gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. Questioning and critical thinking are developed.

**Autonomy and Professional Capacity:** Students exercise initiative, personal responsibility and accountability in both personal and group contexts and work effectively with others. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth. Students demonstrate behaviour consistent with academic integrity and social responsibility.

Year Level + Credit Value	BA Specified Course Requirements	Course Relevance to Program Requirements
Year 4 3.00	HH/IHST 4010 Health Care Ethics	Major Core
3.00	IHST 4100 Program Evaluation	Major Core
3.00	HH/IHST 4200 Global Health Governance & Leadership	Major Core
3.00	HH/IHST 4510 Health & Human Rights	Major Core
6.00	Upper-level electives	Outside major; elective credits must be at the 4000 level
9.00	Choice from electives	Outside major

**BA Degree level expectations at the end of year four:**

**Depth and Breadth of Knowledge:** Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have developed detailed knowledge of and experience in research in the area of global health. They have well developed critical thinking and analytical skills inside and outside the discipline of global health and the ability to apply learning from one or more areas outside the discipline of global health.

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, in global health that now enables the student to: evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or scholarship.

**Application of Knowledge:** a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create new work; and c) the ability to make critical use of scholarly reviews and primary sources.

**Communication Skills:** The ability to communicate information, present arguments and analyses accurately and reliably orally, and in writing to a range of audiences and with cultural competence.

**Awareness of Limits of Knowledge:** Students have gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

**Autonomy and Professional Capacity:** Students have the qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility and accountability in both personal and group contexts; working effectively with others; and decision-making in complex contexts. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth. Students demonstrate behaviour consistent with academic integrity and social responsibility.

### **Proposed BSc General Honours GLOBAL HEALTH Degree Structure and Degree Level Expectations**

<b>Year Level + Credit Value</b>	<b>BSc Specified Course</b>	<b>Course Relevance to Program Requirements</b>
<b>Year 1</b> 6.00	1000 level credits in approved Faculty of Health general education or humanities or social science categories approved by LA&PS	General Education
6.00	Six credits in mathematics chosen from: SC/MATH 1505 6.00, SC/MATH 1013 3.00, SC/MATH 1014 3.00, SC/MATH 1025 3.00	Basic Science requirement
6.00	Six credits from courses with laboratories at the 1000 level in any of the following areas: biology (BIOL), chemistry (CHEM) and physics (PHYS).	Basic Science requirement
3.00	Three credits in computer science at the 1000 level (SC/CS)	Basic Science requirement
3.00	HH/IHST 1010 Foundations of Global Health Studies	Major Core
6.00/2x3.00	HH/IHST 1000/1/2 Human Anatomy & Physiology for Health	Major Core

#### **BSc Degree level expectations at the end of year one:**

**Depth and Breadth of Knowledge:** Students will have demonstrated that they can discuss topics and debates in disciplinary and interdisciplinary fields. They have developed an essential overview of Global Health and interdisciplinary studies. They have begun to compare and assess the strengths and limitations of these disciplinary and interdisciplinary ways of knowing and understanding our world. They have the basic knowledge of and facility with mathematics and the language of science, and a degree of depth and expertise in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics. They have a degree of breadth in practical/laboratory experiences.

**Knowledge of Methodologies:** Students have been exposed to a broad range of techniques of investigation at the introductory level that enables them to evaluate the different approaches to solving problems using well established ideas and techniques. They have begun to devise and formulate arguments and solve problems using these methods. Their assignments in the required Health and General Education courses have included use of library research and critical evaluation of material to support work on independent and group assignments.

**Application of Knowledge:** Students will have written academic essays in Health, Humanities, Social Science and Natural Science using recognized secondary sources. They will be able to read and identify the central argument of an article or work under discussion. They can distinguish primary sources used in an article, and prepare and present written and oral work about an article that demonstrates their critical and analytic research and thought.

**Communication Skills:** Students will have made written and oral presentations that are clear, and which demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry. Use of on-line learning will be introduced. Students will be able to communicate appropriately using scientific method as required.

**Awareness of Limits of Knowledge:** Students will have the support of learning through small groups and tutorials and the opportunity to query structure of assignments and class expectations.

**Autonomy and Professional Capacity:** Assignments in the Health and General Education courses focused on development of critical skills, oral and written. Students will be capable of carrying out and submitting independent work that fulfills the assigned task and criteria within established timelines.

Year Level + Credit Value	BSc Specified Course	Course Relevance to Program Requirements
Year 2 6.00	1000 level credits in approved Faculty of Health general education or humanities categories approved by LA&PS	General Education
6.00	1000 level credits in approved Faculty of Health general education or social science categories approved by LA&PS	General Education
3.00	HH/IHST 2100 Chronic Diseases and Care	Major Core
3.00	HH/IHST 2000 Global Health Policy: Power and Politics	Major Core
3.00	HH/IHST 2200 Determinants of Health: Local to Global	Major Core
6.00	HH/IHST 2010 Global Health Research Methods & Measurement	Major Core
3.00	Elective choice	Outside major

**BSc Degree level expectations at the end of year two:**

**Depth and Breadth of Knowledge:** Students have critical core knowledge and understanding of key concepts, methodologies and theoretical approaches related to Global Health. They have developed understanding of many of the major fields in global health, including where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. Understanding of issues in global health has been explored. Students have the basic knowledge of and facility in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics exposing them to the broad ranges of scale and of levels of complexity, organization and abstraction spanned by science. They have a degree of breadth in practical/laboratory experiences.

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, or both, in global health that enables them to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques. They have devised and sustained arguments or solved problems using these methods.

**Application of Knowledge:** Students have reviewed, presented and critically evaluated qualitative and quantitative information to develop lines of argument; applied underlying concepts, principles and techniques of analysis, both within and outside the discipline. Basic knowledge of anatomy and physiology can be applied to global health issues as appropriate in writing to a range of audiences. Communication with others, individually and in groups is enhanced through use of on-line learning.

**Awareness of Limits of Knowledge:** Students have gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge.

**Autonomy and Professional Capacity:** Students are developing the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth.

Year Level + Credit Value	BSc Specified Course Requirements	Course Relevance to Program Requirements
Year 3 3.00	HH/IHST 3000 Epidemiological Approaches to Global Health	Major Core
3.00	HH/IHST 3100 Communicable Diseases and Care	Major Core
3.00	HH/IHST 3545 Promoting Global Health	Major Core
3.00	HH/IHST 3740 Health Care Planning for Communities	Major Core
9.00	Non-major science courses	Science requirement outside the major (at least 3.0 of elective credits must be at 2000 level or above).
9.00	Electives	At least 6.0 of elective credits must be at the 3000 or 4000 level

**BSc Degree level expectations at the end of year three:**

**Depth and Breadth of Knowledge:** Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have developed detailed knowledge of and experience in research in the area of global health. They have further developed critical thinking and analytical skills inside and outside the discipline of global health. They have the basic knowledge of and facility in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics exposing them to the broad ranges of scale and of levels of complexity, organization and abstraction spanned by science. They have a degree of breadth in practical/laboratory experiences. Students have a breadth of understanding of basic science and epidemiology as it applies to global health issues.

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to describe and comment upon particular aspects of current research or scholarship. Research methods and measurement, both quantitative and qualitative, have been explored.

**Application of Knowledge:** a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subjects of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; and iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments and assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; and iv) solve a problem.

**Communication Skills:** Students have the ability to communicate information and present arguments orally and in writing to a range of audiences and with cultural competence. Comfort using technology for communication will be enhanced.

**Awareness of Limits of Knowledge:** Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. Appreciation of the multi-disciplinary nature of global health is addressed.

**Autonomy and Professional Capacity:** Students exercise initiative, personal responsibility and accountability in both personal and group contexts, and are able to work effectively with others. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study to aid in development of knowledge breadth and depth.

Year Level + Credit Value	BSc Specified Course Requirements	Course Relevance to Program Requirements
Year 4 3.00	HH/IHST 4010 Health Care Ethics	Major Core
3.00	HH/IHST 4100 Program Evaluation	Major Core
3.00	HH/IHST 4200 Global Health Governance and Leadership	Major Core
3.00	HH/IHST 4510 Health & Human Rights	Major Core
18.00	Electives	At least 12.0 of elective credits must be at the 3000 or 4000 level

**BSc Degree level expectations at the end of year four:**

**Depth and Breadth of Knowledge:** Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have developed detailed knowledge of and experience in research in the area of global health. They have well developed critical thinking and analytical skills inside and outside the discipline of global health, and the ability to apply learning from one or more areas outside the discipline of global health.

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables them to: evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or scholarship.

**Application of Knowledge:** a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; and iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; and iv) solve a problem or create new work; and c) the ability to make critical use of scholarly reviews and primary sources.

**Communication Skills:** The ability to communicate information and present arguments and analyses accurately and reliably orally, and in writing, to a range of audiences and with cultural competence. Through practicum experiences, students will have come to recognize issues of global importance and to address them with others in a culturally sensitive manner.

**Awareness of Limits of Knowledge:** Students have gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

**Autonomy and Professional Capacity:** Students have the qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility and accountability in both personal and group contexts; working effectively with

others; and decision-making in complex contexts. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth. Students demonstrate behaviour consistent with academic integrity and social responsibility.

## **8.2 BA and BSc (90 credits)**

The proposed BA and BSc 90 credit (delayed-entry only) degree program in Global Health will include a selection of the same core courses as included in the Honours and Specialized Honours program, for a minimum of 36 credits (maximum of 42 credits) from core HH/IHST courses, including:

- seven required courses (24 credits) at the 1000/2000 level as listed below:
  - HH/IHST 1010 3.0 Foundations of Global Health Studies
  - HH/IHST 1001 3.0 Human Anatomy Physiology for Health I
  - HH/IHST 1002 3.0 Human Anatomy Physiology for Health II
  - HH/IHST 2000 3.0 Global Health Policy: Power and Politics
  - HH/IHST 2010 6.0 Global Health Research Methods & Measurements
  - HH/IHST 2100 3.0 Chronic Diseases and Care
  - HH/IHST 2200 3.0 Determinants of Health: Local to Global
  
- one course (3 credits) at the 4000 level (excluding HH/IHST 4300 and HH/IHST 4400); and
- three courses (9 credits) chosen from the remaining HH/IHST core courses at the 3000 or 4000 level (excluding HH/IHST 4300 and HH/IHST 4400) as listed below:
  - HH/IHST 3000 3.0 Epidemiological Approaches to Health Care
  - HH/IHST 3100 3.0 Communicable Diseases and Care
  - HH/IHST 3545 3.0 Promoting Global Health
  - HH/IHST 3740 3.0 Healthcare Planning for Communities
  - HH/IHST 4010 3.0 Healthcare Ethics
  - HH/IHST 4100 3.0 Program Evaluation
  - HH/IHST 4200 3.0 Global Health Governance and Leadership
  - HH/IHST 4510 3.0 Health and Human Rights

Students will be required to take the appropriate prerequisites for the above courses.

List of courses available to meet degree requirements for the BA/BSc 90 credit degree in Global Health can be found in Appendix A

### **BA graduates of the 90 credit degree in Global Health will possess:**

- Breadth and depth of knowledge in key works, theories and critique of the discipline and supportive fields of study
- An understanding of foundational concepts, theories and influences on the field of global health and their relationship to other fields of study
- Proficiency in the application of various methodologies, approaches and techniques to address, critique and analyze issues in the field of global health.
- An ability to recognize and develop broad connections and implications within and outside of the discipline
- An ability to communicate orally, in writing and with the use of technology with a variety of audiences inclusive of those in the field of global health and internationally, as warranted
- An appreciation of the magnitude of the discipline and the limitations of one's knowledge within it, requiring recognition of the need for lifelong learning in the field.

### **BSc graduates of the 90 credit degree in in Global Health will possess:**

- An understanding of scientific method, experience in laboratory practices, and a broad understanding of global health as a discipline
- A knowledge of and facility with mathematics and the language of science
- A knowledge of and facility with computational methods and tools
- Breadth and depth in science through foundational science disciplines, physical and life science, and mathematics and depth in science as it pertains to Global Health
- Breadth in human inquiry of issues, methodologies and thought in liberal sciences
- Demonstrated critical thinking and analytical skills inside and outside the discipline of Global Health

- An ability to communicate orally, in writing and with the use of technology with a variety of audiences inclusive of those in the field of global health and internationally, as warranted.
- An appreciation of the magnitude of the discipline and the limitations of one's knowledge within it, requiring recognition of the need for lifelong learning in the field.

### **Program Learning Outcomes**

Graduates of the program will be able to:

1. Utilize the requisite interdisciplinary approaches, theoretical lenses and skills that improve understanding of global health issues;
2. Demonstrate global health research competency at the undergraduate level;
3. Identify and explain basic epidemiologic and statistical methods used in the global health literature;
4. Demonstrate knowledge concerning the definition and assessment of the health status of populations, the determinants of health and illness, and factors contributing to health promotion and disease prevention in resource-poor settings;
5. Identify and apply an understanding of basic human health and function at an individual, community and population level;
6. Explain the knowledge basis of social sciences, ethics, philosophy of science, basic sciences and humanities and appraise the manner in which these disciplines can be applied to address population health in local and international settings;
7. Identify and apply the appropriate quantitative and/or qualitative methods used in health promotion, disease prevention and healthcare program planning, development and evaluation;
8. Describe how multi-level governance and the political processes inherent in global health governance can affect population access to the determinants of health as well as issues of human rights;
9. Discuss the importance of collaboration within the context of global health governance and leadership;
10. Demonstrate respect for the autonomy and insights of those in developing nations;
11. Identify and explain the modes of financing most likely to develop and sustain national health systems in supporting individual and global population health, as well as the human and capital resources needed to maintain them;



**Table 2 – Degree Level Expectations: 90 credit BA/BSc**

<b>BA/BSc Honours (90 credits)</b>	
<b>Depth and Breadth of Knowledge:</b>	<ul style="list-style-type: none"> <li>-demonstrate understanding of global health issues</li> <li>-explain the knowledge basis of social sciences, ethics, philosophy of science, basic sciences and humanities</li> <li>- recognize the manner in which these disciplines can be applied to address population health in international settings</li> <li>-describe how the political processes inherent in global health governance can affect population access to the determinants of health as well as issues of human rights</li> <li>-recognize the importance of collaboration within the context of global health governance and leadership</li> <li>-identify the modes of financing most likely to develop and sustain national health systems in supporting individual and global population health, as well as the human and capital resources needed to maintain them</li> <li>-demonstrate the ability to discuss topics and debates in the disciplinary and interdisciplinary fields</li> <li>-compare and assess the strengths and limitations of disciplinary and interdisciplinary ways of knowing and understanding our world</li> <li>- understand basic human health processes and function at an individual and community level</li> </ul>
<b>Knowledge of Methodologies:</b>	<ul style="list-style-type: none"> <li>-demonstrate research competency</li> <li>-identify and explain basic epidemiological and statistical methods</li> <li>-identify and apply the appropriate quantitative and/or qualitative methods used in health promotion and preventative health care, and program planning, development and evaluation</li> <li>-understand and apply basic research methods in global health, including research design, data analysis, and interpretation</li> </ul>
<b>Application of Knowledge:</b>	<ul style="list-style-type: none"> <li>-identify the central argument of an article or work under discussion</li> <li>-distinguish primary sources used in an articles</li> <li>-prepare and present written and oral work</li> <li>-demonstrate critical and analytic research and thought</li> </ul>
<b>Communication skills:</b>	<ul style="list-style-type: none"> <li>-written and oral presentations demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry</li> </ul>
<b>Awareness of Limits of Knowledge:</b>	<ul style="list-style-type: none"> <li>-query structure and boundaries of disciplinary knowledge</li> </ul>
<b>Autonomy and Professional Capacity:</b>	<ul style="list-style-type: none"> <li>- respect the autonomy and insights of those in developing nations</li> <li>- exercise initiative, personal responsibility and accountability in both personal and group contexts; able to work effectively with others.</li> <li>- demonstrate the ability to manage learning in changing circumstances, both within and outside the discipline</li> <li>- demonstrate behaviour consistent with social responsibility</li> </ul>

**Proposed 90 credit BA Global Health Degree Structure and Degree Level Expectations**

<b>Year Level &amp; Credit Value</b>	<b>BA Specified Course Requirements</b>	<b>Course Relevance to Program Requirements</b>
<b>Year 1</b>		
6.00	1000 or 2000 level Social Science or Health	General Education
6.00	1000 level Natural Science	General Education
3.00	HH/IHST 1010 Foundations of Global Health Studies	Major Core
6.00/2x3.00	HH/IHST 1000/1/2 Human Anatomy & Physiology for Health	Major Core
3.00	Non-major course	Course credits outside the major
6.00	Non-major course	Course credits outside the major

**BA Degree level expectations at the end of year one:**

**Depth and Breadth of Knowledge:** Students will have demonstrated that they can discuss topics and debates in the disciplinary and interdisciplinary fields. They have developed an essential overview of Global Health and an interdisciplinary approach to Humanities and Natural Science. They have begun to compare and assess the strengths and limitations of these disciplinary and interdisciplinary ways of knowing and understanding our world. General knowledge of global health thinking and issues will be achieved, and breadth of social science and humanities will be addressed through general education requirements.

**Knowledge of Methodologies:** Students have been exposed to a broad range of techniques of investigation at the introductory level that enables students to evaluate the different approaches to solving problems using well established ideas and techniques. They have begun to devise and formulate arguments and solve problems using these methods. Their assignments in the General Education courses have included use of library research and critical evaluation of material to support work on independent and group assignments.

**Application of Knowledge:** Students will have written academic essays in Humanities and Social Sciences and Natural Science using recognized secondary sources. They will be able to read and identify the central argument of an article or work under discussion. Primary sources used in an article can be distinguished, and they can prepare and present written and oral work about an article that demonstrates the student's critical and analytic research and thought.

**Communication Skills:** Students will have made written and oral presentations that are clear, and which demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry.

**Awareness of Limits of Knowledge:** Students will have support of learning through small groups and tutorials and have the opportunity to query structure of assignments and class expectations. Required courses introduce the student to a breadth of both sciences and arts.

**Autonomy and Professional Capacity:** Assignments in the General Education courses focus on development of critical skills, oral and written. Students will be capable of carrying out and submitting independent work that fulfills the assigned task and criteria within established timelines.

<b>Year Level &amp; Credit Value</b>	<b>BA Specified Course Requirements</b>	<b>Course Relevance to Program Requirements</b>
<b>Year 2</b> 6.00	1000 or 2000 level Humanities or Health	General Education
3.00	HH/IHST 2100 Chronic Diseases and Care	Major Core
3.00	HH/IHST 2000 Global Health Policy: Power and Politics	Major Core
3.00	HH/IHST 2200 Determinants of Health: Local to Global	Major Core
6.00	HH/IHST 2010 Global Health Research Methods & Measurement	Major Core
3.00	HH/IHST at 3000/4000 level, chosen from core courses	Major Core
6.00	Elective	Elective

**BA Degree level expectations at the end of year two:**

**Depth and Breadth of Knowledge:** Students have critical core knowledge and understanding of key concepts, methodologies and theoretical approaches related to Global Health. They have developed understanding of many of the major fields in global health, including where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. All students understand the determinants of health from a social level at both local and global perspectives

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to evaluate the appropriateness of different approaches to solving problems using well establish ideas and techniques. They have devised and sustained arguments or solved problems using these methods.

**Application of Knowledge:** Students have reviewed, presented and critically evaluated qualitative and quantitative information to: develop lines of argument; applied underlying concepts, principles and techniques of analysis, both within and outside the discipline. Through development of breadth the student will now be able to determine a focus of study for their electives addressing a specific area of personal interest.

**Communication Skills:** The ability to communicate information, present arguments orally and in writing to a range of audiences. Students will be comfortable with on-line learning and interactions in groups through use of technology.

**Awareness of Limits of Knowledge:** Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge.

**Autonomy and Professional Capacity:** Begin to have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth.

Year Level & Credit Value	BA Specified Course Requirements	Course Relevance to Program Requirements
Year 3 6.00	HH/IHST at 3000/4000 level, chosen from core courses	Major Core
3.00	HH/IHST at 4000 level (excluding HH/IHST 4300 and HH/IHST 4400)	Major Core
6.00	Non-major course	Course credits inside or outside the major
15.00	Electives	Electives

#### **BA Degree level expectations at the end of year three:**

**Depth and Breadth of Knowledge:** Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have further developed critical thinking and analytical skills inside and outside the discipline of global health.

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, or both, in global health that enables the student to describe and comment upon particular aspects of current research or scholarship.

**Application of Knowledge:** a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subjects of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments and assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem.

**Communication Skills:** Students have developed the ability to communicate information, present arguments orally and in writing to a range of audiences and with cultural competence. They are very comfortable with using technology for communication.

**Awareness of Limits of Knowledge:** Students have gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. Questioning and critical thinking are developed.

**Autonomy and Professional Capacity:** Students exercise initiative, personal responsibility and accountability in both personal and group contexts and work effectively with others. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline.

## Proposed 90 credit BSc Global Health Degree Structure and Degree Level Expectations

Year Level + Credit Value	BSc Specified Course	Course Relevance to Program Requirements
<b>Year 1</b>		
6.00	1000 or 2000 level Social Science or Health	General Education
6.00	Six credits in mathematics chosen from: SC/MATH 1505 6.00, SC/MATH 1013 3.00, SC/MATH 1014 3.00, SC/MATH 1025 3.00	General Education
6.00	Six credits from courses with laboratories at the 1000 level in any of the following areas: biology (BIOL), chemistry (CHEM) and physics (PHYS).	General Education
3.00	HH/IHST 1010 Foundations of Global Health Studies	Major Core
6.00/2x3.00	HH/IHST 1000/1/2 Human Anatomy & Physiology for Health	Major Core
3.00	Non-major course	Course credits outside the major

### **BSc Degree level expectations at the end of year one:**

***Depth and Breadth of Knowledge:*** Students will have demonstrated that they can discuss topics and debates in the disciplinary and interdisciplinary fields. They have developed an essential overview of Global Health and interdisciplinary studies. They have begun to compare and assess the strengths and limitations of these disciplinary and interdisciplinary ways of knowing and understanding our world. They have the basic knowledge of and facility with mathematics, the language of science; a degree of depth and expertise in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics. They have a degree of breadth in practical/laboratory experiences.

***Knowledge of Methodologies:*** They have been exposed to a broad range of techniques of investigation at the introductory level that enables students to evaluate the different approaches to solving problems using well established ideas and techniques. They have begun to devise and formulate arguments and solve problems using these methods. Their assignments in the required Health and General Education courses have included use of library research and critical evaluation of material to support work on independent and group assignments.

***Application of Knowledge:*** Students will have written academic essays in Health, Humanities, Social Science and Natural Science using recognized secondary sources. They will be able to read and identify the central argument of an article or work under discussion. Distinguish primary sources used in an article, prepare and present written and oral work about an article that demonstrates the student's critical and analytic research and thought.

***Communication Skills:*** Students will have made written and oral presentations that are clear, and which demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry. Use of on-line learning will be introduced. Students will be able to communicate appropriately using scientific method as required.

***Awareness of Limits of Knowledge:*** Students will have support of learning through small groups and tutorials and have the opportunity to query structure of assignments and class expectations.

***Autonomy and Professional Capacity:*** Assignments in the Health and General Education courses focused on development of critical skills, oral and written. Students will be capable of carrying out and submitting independent work that fulfills the assigned task and criteria within established timelines.

Year Level + Credit Value	BSc Specified Course	Course Relevance to Program Requirements
<b>Year 2</b>		
6.00	1000 or 2000 level Humanities or Health	General Education
6.00	1000 or 2000 level Humanities, Social Science or Health	General Education
3.00	HH/IHST 2100 Chronic Diseases and Care	Major Core
3.00	HH/IHST 2000 Global Health Policy: Power and Politics	Major Core

3.00	HH/IHST 2200 Determinants of Health: Local to Global	Major Core
6.00	HH/IHST 2010 Global Research Methods & Measurement	Major Core
3.00	Non-major course	Course credits outside the major

**BSc Degree level expectations at the end of year two:**

***Depth and Breadth of Knowledge:*** Students have critical core knowledge and understanding of key concepts, methodologies and theoretical approaches related to Global Health. They have developed understanding of many of the major fields in global health, including where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. They have the basic knowledge of and facility in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics exposing them to the broad ranges of scale and of levels of complexity, organization and abstraction spanned by science. They have a degree of breadth in practical/laboratory experiences. Understanding of issues in global health has been explored and determination of a focal area has been established.

***Knowledge of Methodologies:*** Students have an understanding of methods of enquiry or creative activity, or both, in global health that enables him/her to evaluate the appropriateness of different approaches to solving problems using well establish ideas and techniques. They have devised and sustained arguments or solved problems using these methods.

***Application of Knowledge:*** Students have reviewed, presented and critically evaluated qualitative and quantitative information to develop lines of argument and have applied underlying concepts, principles and techniques of analysis, both within and outside the discipline. Basic knowledge of anatomy and physiology can be related to global health issues as appropriate.

***Communication Skills:*** The ability to communicate information, present arguments orally and in writing to a range of audiences. Students will be comfortable with on-line learning and interactions with others, individually and in groups through use of technology.

***Awareness of Limits of Knowledge:*** Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge

***Autonomy and Professional Capacity:*** Begin to have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth.

Year Level + Credit Value	BSc Specified Course	Course Relevance to Program Requirements
Year 3 9.00	HH/IHST at 3000/4000 level, chosen from core courses	Major Core
3.00	HH/IHST at 4000 level (excluding HH/IHST 4300 and HH/IHST 4400)	Major Core
9.00	Non-major science course	Science requirement outside the major.
6.00	Non - major course	Course credits inside or outside of major
3.00	Non-major course	Course credit outside of major

**BSc Degree level expectations at the end of year three:**

***Depth and Breadth of Knowledge:*** Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have further developed critical thinking and analytical skills inside and outside the discipline of global health. They have the basic knowledge of and facility in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics exposing them to the broad ranges of scale and of levels of complexity, organization and abstraction spanned by science.

They have a degree of breadth in practical/laboratory experiences. Students have a breadth of understanding of basic science and epidemiology as it applies to global health issues.

**Knowledge of Methodologies:** Students have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to describe and comment upon particular aspects of current research or scholarship. Research methods and measurement, both quantitative and qualitative, have been explored.

**Application of Knowledge:** a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subjects of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments and assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem.

**Communication Skills:** Students have developed the ability to communicate information, present arguments orally and in writing to a range of audiences and with cultural competence. Comfort using technology for communication will be enhanced.

**Awareness of Limits of Knowledge:** Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. They are able to articulate appreciation of the multi-disciplinary nature of global health.

**Autonomy and Professional Capacity:** Students have the exercise of initiative, personal responsibility and accountability in both personal and group contexts; and working effectively with others. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline.

**9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

Addition of an Honours BA/BSc and a 90 credit BA/BSc degree option to the Global Health Program was discussed at both the Global Health Steering Committee (comprised of Chairs/Director of the four units in the Faculty of Health) and the Global Health Curriculum Implementation Committee (comprised of faculty representatives from the four units and representatives from OSAS). Both committees strongly supported the development of these new degree options. Letters of support from the four units in the Faculty of Health are included with this proposal.

As well, since the launch of the specialized honours program in Global Health in Fall 2014, there has been growing interest in the Global Health Program, which has attracted queries from students from different departments and Faculties across York. In terms of the proposed Honours program, the Global Health Program Office has received considerable informal input from current students who are wishing to gain a solid grounding in the field but not necessarily to specialize in any one area (Global E-Health, Global Health Policy, Management and Systems; Global Health Promotion and Disease Prevention, and Global Health & the Environment). These students may wish to gain exposure to several of these areas and/or others, whether in preparation for further study, to broaden their scope of studies, or to gain a breadth of pre-professional experience. In addition, a number of prospective students in various Open House and outreach events over the past two years have indicated that they would be interested in having the option of doing a minor or double major along with Global Health. We anticipate that the proposed major requiring 48 core credits in Global Health will meet that need. In addition, the Global health program will provide the basic knowledge and skills required for professional programs such as medicine, nursing and physiotherapy, and for graduate studies Global Health or a related field.

The development of the 90 credit BA/BSc degree option was informed by the requirement that students in the Specialized Honours BA/BSc degrees in the Global Health program maintain their honours standing (GPA 5.0) and complete a practicum course in their final term of study. It is envisioned that many of the students graduating with the Specialized Honours degree will pursue further education in graduate programs or professional schools. With the high standards required for this program, it is anticipated that some students may need or prefer to have the option to complete this degree in a shorter period of time and graduate with a more 'generalist' degree that would allow them to pursue job opportunities in the health sector.

Currently, students in the Global Health Specialized Honours degree program as well as Kinesiology students in Honours degree programs who are unable to maintain their honours standing would be switched to the 90 credit BA/BSc in Psychology, where they would be required to improve their academic record and subsequently apply to be readmitted to their original Honours program. By having the 90 credit BA/BSc degree option available within Global Health, the first group of students would be able to remain in their major and work to upgrade to the specialized honours (or eventually, general honours) degree should they wish. Moreover, Kinesiology students would have another option besides the 90 credit BA/BSc in Psychology.

#### Estimate of Demand for the Program:

The anticipated implementation date for the new Honours and the 90 credit BA/BSc degree options is Fall 2016. It is expected that enrolments in the Honours program will be about half of the total enrollment in the Global Health program, in which enrolments are projected to rise from the initial intake of just over 50 (in 2014) to 200 per year at steady state (2018). Rough estimates of the enrolments in the Global Health honours option are based on average enrolments in other honours programs in Health taken from the York University *Factbook*, as show in Tables 3 - 5, below.

**Table 3: Honours program enrollment within a 6 year period**

Degree	Major	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
BA	PSYC	2105	2417	2426	2480	2459	2155
	KINE	212	179	191	144	147	144
BSC	PSYC	297	466	531	528	534	499
	KINE	98	82	149	204	245	288
BHS	HLST	58	112	170	227	331	372

**Table 4: Honours program enrollment; pursuing a minor**

Degree	Major	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
BA	PSYC	115	147	182	162	181	161
	KINE	73	64	64	64	53	39
BSC	PSYC	27	23	28	21	23	18
	KINE	40	38	53	51	53	39
BHS	HLST	1	1	5	9	9	8

**Table 5: Honours program enrollment; pursuing a double major**

Degree	Major	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
BA	PSYC	118	119	111	88	79	78
	KINE	51	46	46	46	33	16
BSC	PSYC	7	5	8	11	6	12
	KINE	25	28	35	32	33	29
BHS	HLST	1	2	4	6	7	9

Estimated enrollment projections for the 90-credit degree option have not yet been determined. It is expected that initially there will be approximately 10 students per year transferred to the delayed-entry option. This number is expected to rise over time as enrolment in the Global Health Specialized Honours (and potentially, General Honours) BA and BSc degrees increases from 50 to 200 new students per year. Rough estimates are based on the findings from the York University Factbook. Table 3 below shows the average number of students that have taken a Faculty of Health 90 credit degree.

**Table 6: History of Enrollment in 90 credit degree programs**

<b>90 credit programs</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Health Studies (BHS)	243	255	304	287	311
Health and Society (BA)	74	58	88	100	110
Psychology (BA)	1255	1263	1250	1248	1219
Psychology (BSc)	362	443	455	429	567

## **10. Are changes to the program’s admission requirements being proposed coincident with the program change(s)?**

The admission requirements for the Honours BA/BSc in Global Health remain the same as those for the Specialized Honours BA/BSc in Global Health. They are as follows:

### **Applicants from Ontario Secondary Schools**

#### **BA Honours**

- Ontario Secondary School Diploma (OSSD)
- six 4U or 4M courses, including ENG4U, one 4U Math and one 4U Science

#### **BSc Honours**

- Ontario Secondary School Diploma (OSSD)
- six 4U or 4M courses, including ENG4U, MHF4U and one other 4U math (MCV4U recommended), SCH4U OR SPH4U

Applicants from Ontario secondary schools will be subject to similar admission averages for BA and BSc programs in Health at York but the intent is to aim for >78% Overall Admission Averages.

The language proficiency requirements for the Faculty of Health apply to these students. For example, the following tests and scores are required: YELT bands 1 to 5, TOEFL 220 (paper based: 560; iBT: 83); IELTS 6.5. Further exemptions are noted at the following web site:

[http://futurestudents.yorku.ca/requirements/docs\\_language](http://futurestudents.yorku.ca/requirements/docs_language)

Students from alternate pathways are also encouraged to apply and will be subject to meeting Grade 12 U/M prerequisites or equivalent for mathematics and science. Examples of students from alternate backgrounds include mature students, transfer students, internationally educated students, students from other provinces, etc.

The 90-degree credit BA and BSc degree options in Global Health will not be advertised for direct entry. Instead, it will be the default option for Specialized Honours Global Health Majors who do not maintain the required GPA to continue in the Honours program. In addition, it will be offered as an option on a case by case basis to students seeking to finish the degree early and without specializing.



**11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources).**

Both the honours BA/BSc in Global Health and the 90 credit BA/BSc in Global Health involve no additional new courses; the core courses are also required in the Specialized Honours program. (The latter includes two courses that are not core to the Honours program or the 90 credit program: HH/IHST 4300 9.0 Integrated Global Health Practicum and HH/IHST 4400 3.0 Applied Global Health Research Capstone.) The first two years of the curriculum have been implemented; the third and fourth years will be implemented in 2016-17 and 2017-18.

Many of the existing faculty complement in the Faculty of Health have research and knowledge expertise in areas of Global Health. It is expected that contract faculty with relevant credentials and experience will be required to cover some aspects of the program delivery needs; however, it is expected that 80% of courses will be taught by full time (FT) faculty.

The Faculty developed a seven-year enrolment and budget model to support planning for the implementation, on-going development and sustainability of the Specialized Honours Global Health program, which launched Fall 2014. An initial investment supported the start-up activities of the new program, including a program coordinator, a program assistant, and an experiential education coordinator. Additional resources required to sustain enrolment growth will be provided and funded through net new enrolment revenue generated by the program. There is a governance model in place that supports decision making and provides oversight of the program's development and ongoing activities; for example, decisions on how net revenue generated from Global Health will be allocated and what portion will be invested in faculty complement, staffing, scholarships, program development, etc. This governance model consists of an interdisciplinary Global Health Steering Committee with senior representation from participating schools/department and an Associate Dean. This committee reports to the Faculty of Health senior administration comprised of the Chairs/Directors, Associate Deans, Executive Officer and the Dean.

No additional space/ resources will be required, initially. Class space under the existing Global Health Program will be used. However, depending on the growth of enrollments in the future, additional sections may be needed.

A statement of support from the Dean is included with this proposal.

**12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.**

The Global Health program is structured for full time studies, with an opportunity for part time study to enhance access. Courses will be offered year round, with use of classroom, tutorials, and laboratories as needed. The modes of delivery will include extensive use of online and blended approaches in addition to curricular and co-curricular introduction of the requisite knowledge and skills to understand, analyze and approach issues of global health from an interdisciplinary perspective.

**13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.**

Student achievement across the Global Health program in both the Honours BA/BSc and 90 credit BA/BSc will be measured through use of traditional methods of readings, critical analysis, research and inquiry and tested through exams, assignments (including written and oral presentations), and reflections. In addition, the use of information technology will encourage new evaluation measures to be explored and introduced. Where possible, courses will utilize e-learning and experiential education pedagogies. Breadth requirements are met through involvement in general education courses in the first years of the program, and exposure to multiple discourses and approaches to issues. These courses usually employ tutorials to enhance small group learning and participation. Science courses will involve laboratory work which can be a measure of student learning in those courses.

**14. Provide a summary of how students currently enrolled in the program will be accommodated.**

At steady state in 2018, the Global Health program is expected to have annual intakes of up to 200 students. Classes that started with 50 students are planned to grow to 200/section over four years. We anticipate that the enrolments in the Specialized Honours and Honours programs will be distributed approximately equally. As the program grows, additional course sections may need to be added. Enrollment in the 90 credit degree option is not anticipated to be greater than 10 a year

**15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.**

Appendix A Comparison of requirements for existing and proposed degrees

Appendix B List of Global Health Core Courses

**Appendix A Comparison of requirements for existing and proposed degrees**

<b><i>BA (Specialized Honours) Degree Requirements – 120 credits</i></b>	<b>Honours BA Degree Requirements - 120 credits</b>	<b>BA Degree Requirements - 90 credits</b>
<p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 percent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University.</p>	<p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 percent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University</p>	<p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 percent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University</p>
<p><b>Graduation requirement:</b> all graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+).</p>	<p><b>Graduation requirement:</b> all graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+)</p>	<p><b>Graduation requirement:</b> all graduates must complete a total of at least 90 credits, with a minimum overall cumulative grade point average of 4.00 (C)</p>
<p><b>General education:</b> a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science</li> </ul>	<p><b>General education:</b> a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science</li> </ul>	<p><b>General education:</b> a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science</li> </ul>
<p><b>Note 1:</b> it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p>	<p><b>Note 1:</b> it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p>	<p><b>Note 1:</b> it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p>
<p><b>Note 2:</b> it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p>	<p><b>Note 2:</b> it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p>	<p><b>Note 2:</b> it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p>
<p><b>Note 3:</b> students may complete a maximum of 30 credits in general education; any additional credits not</p>	<p><b>Note 3:</b> students may complete a maximum of 30 credits in general</p>	<p><b>Note 3:</b> students may complete</p>

<p>being used to fulfill general education may count toward electives.</p> <p><b>Note 4:</b> general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit <a href="http://health.info.yorku.ca/current-student-information/general-education-requirements/">http://health.info.yorku.ca/current-student-information/general-education-requirements/</a>.</p> <p><b>Major credits:</b> a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:</p> <p><b>Core Courses (60 credits)</b>  HH/IHST 1000 6.00 <b>OR</b>  HH/KINE 2011 3.00 <b>AND</b>  HH/KINE 2031 3.00  <b>OR</b>  HH/IHST 1001 3.00 <b>AND</b>  HH/IHST 1002 3.00  HH/IHST 1010 3.00  HH/IHST 2000 3.00  HH/IHST 2010 6.00  HH/IHST 2100 3.00  HH/IHST 2200 3.00  HH/IHST 3000 3.00  HH/IHST 3100 3.00  HH/IHST 3545 3.00  HH/IHST 3740 3.00  HH/IHST 4010 3.00  HH/IHST 4100 3.00  HH/IHST 4200 3.00  HH/IHST 4300 9.00  HH/IHST 4400 3.00  HH/IHST 4510 3.00</p> <p><b>Global e-Health</b></p> <p>At least 21 credits selected from:  HH/HLST 2050 3.00  HH/HLST 3330 3.00  HH/HLST 3341 3.00  HH/HLST 4330 3.00  HH/HLST 4340 3.00  HH/NURS 3240 3.00  HH/NURS 4210 3.00</p> <p><b>Global Health Policy, Management and Systems</b></p>	<p>education; any additional credits not being used to fulfill general education may count toward electives.</p> <p><b>Note 4:</b> general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit <a href="http://health.info.yorku.ca/current-student-information/general-education-requirements/">http://health.info.yorku.ca/current-student-information/general-education-requirements/</a>.</p> <p><b>Major credits:</b> a minimum of 48 major credits as follows:</p> <p><b>Core Courses (48 credits)</b>  HH/IHST 1001 3.00  HH/IHST 1002 3.00  HH/IHST 1010 3.00  HH/IHST 2000 3.00  HH/IHST 2010 6.00  HH/IHST 2100 3.00  HH/IHST 2200 3.00  HH/IHST 3000 3.00  HH/IHST 3100 3.00  HH/IHST 3545 3.00  HH/IHST 3740 3.00  HH/IHST 4010 3.00  HH/IHST 4100 3.00  HH/IHST 4200 3.00  HH/IHST 4510 3.00</p> <p><b>Note:</b> at least 12 credits in the major must be completed at the 4000 level.</p> <p><b>Upper-level credits:</b> a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 3000 or 4000 level in Global Health.</p> <p><b>Credits outside the major:</b> a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.</p>	<p>a maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.</p> <p><b>Note 4:</b> general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit <a href="http://health.info.yorku.ca/current-student-information/general-education-requirements/">http://health.info.yorku.ca/current-student-information/general-education-requirements/</a>.</p> <p><b>Major credits:</b> students must complete at least 36 (but not more than 42) credits in the major including the following:  HH/IHST 1001 3.00  HH/IHST 1002 3.00  HH/IHST 1010 3.00  HH/IHST 2000 3.00  HH/IHST 2010 6.00  HH/IHST 2100 3.00  HH/IHST 2200 3.00</p> <p>At least 3.00 credits chosen from;  HH/IHST 4010 3.00  HH/IHST 4100 3.00  HH/IHST 4200 3.00  HH/IHST 4510 3.00</p> <p>Additional 9.0 credits from the remaining Global Health Core courses at 3000/4000 level (excluding IHST 4300 and IHST 4400) for an overall total of at least 36 credits:</p> <p><b>Upper-level credits:</b> a minimum of 18 credits must be taken at the 3000 level or 4000 level including at least 12 credits at the 3000 or 4000 level in Global Health.</p> <p><b>Credits outside the major:</b> a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.</p> <p><b>Electives requirement:</b> Global</p>
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<p>At least 21 credits selected from:  AP/ECON 1000 3.00  HH/HLST 2060 3.00  HH/HLST 3450 3.00  HH/HLST 3540 3.00  HH/HLST 3550 3.00  HH/HLST 4100 3.00  <b>OR</b>  HH/HLST 4130 3.00  HH/HLST 4110 3.00  HH/HLST 4520 3.00</p> <p><b>Global Health: Health Promotion &amp; Disease Prevention</b></p> <p>At least 21 credits selected from:  HH/HLST 3111 3.00  HH/HLST 3520 3.00  HH/KINE 3100 3.00  HH/KINE 3645 3.00  HH/KINE 4140 3.00  HH/KINE 4518 3.00  HH/KINE 4565 3.00  HH/KINE 4640 3.00  HH/KINE 4710 3.00  HH/KINE 4900 3.00  HH/NURS 3130 3.00  HH/PSCY 3170 3.00</p> <p><b>Global Health and the Environment:</b></p> <p>At least 21 credits selected from:  ES/ENVS 2100 6.00  ES/ENVS 2122 3.00  ES/ENVS 2200 6.00  ES/ENVS 2300 6.00  ES/ENVS 2410 3.00  ES/ENVS 3110 3.00  ES/ENVS 3125 3.00  ES/ENVS 3150 3.00  ES/ENVS 3226 3.00  ES/ENVS 3227 3.00  ES/ENVS 3310 3.00  ES/ENVS 3320 3.00  ES/ENVS 3340 3.00  ES/ENVS 3400 3.00  ES/ENVS 3430 3.00  ES/ENVS 3440 3.00  ES/ENVS 3450 3.00  ES/ENVS 4205 3.00  ES/ENVS 4223 3.00  ES/ENVS 4230 6.00  ES/ENVS 4312 3.00  ES/ENVS 4315 3.00  ES/ENVS 4320 3.00  ES/ENVS 4430 3.00  ES/ENVS 4440 3.00  ES/ENVS 4523 3.00  ES/ENVS 4810 6.00</p>	<p><b>Honours BSc Degree Requirements - 120 credits</b></p> <p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 percent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University</p> <p><b>Graduation requirement:</b> all graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+)</p> <p><b>General education:</b> a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> </ul> <p><b>Note 1:</b> it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p><b>Note 2:</b> it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p><b>Note 3:</b> students may complete a</p>	<p>Health BA students may take more Major credits in addition to those listed below. Any additional IHST course credits not being used to fulfill the Major course requirements may count toward electives.</p> <p><b>BSc Degree Requirements - 90 credit</b></p> <p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 percent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University</p> <p><b>Graduation requirement:</b> all graduates must complete a total of at least 90 credits, with a minimum overall cumulative grade point average of 4.00 (C)</p> <p><b>General education:</b> a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> </ul> <p><b>Note 1:</b> It is strongly recommended that Global Health students take HH/IHST</p>
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<p><b>Note:</b> at least 12 credits in the major must be completed at the 4000 level.</p> <p><b>Upper-level credits:</b> a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p><b>Credits outside the major:</b> a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits</p> <p><b>BSc (Specialized Honours) Degree Requirements - 120 credits</b></p> <p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 percent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University.</p> <p><b>Graduation requirement:</b> all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).</p> <p><b>General education:</b> a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• six credits at the 1000 level in approved Faculty of Health general education or humanities or social science categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> </ul> <p><b>Note 1:</b> it is strongly recommended that global health students</p>	<p>maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.</p> <p><b>Note 4:</b> general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit <a href="http://health.info.yorku.ca/current-student-information/general-education-requirements/">http://health.info.yorku.ca/current-student-information/general-education-requirements/</a>.</p> <p><b>Basic science requirement:</b> a minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits in mathematics selected from: SC/MATH 1505 6.00, SC/MATH 1013 3.00, SC/MATH 1014 3.00, SC/MATH 1025 3.00</li> <li>• three credits selected from: LE/EECS 1520 3.00 or LE/EECS 1540 3.00 or LE/EECS 1570 3.00</li> <li>• six credits selected from: SC/BIOL 1000 3.00, SC/BIOL 1001 3.00, SC/CHEM 1000 3.00, SC/CHEM 1001 3.00 SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00</li> </ul> <p><b>Major credits:</b> a minimum of 48 major credits as follows:</p> <p><b>Core Courses (48 credits)</b></p> <p>HH/IHST 1001 3.00  HH/IHST 1002 3.00  HH/IHST 1010 3.00  HH/IHST 2000 3.00  HH/IHST 2010 6.00  HH/IHST 2100 3.00  HH/IHST 2200 3.00  HH/IHST 3000 3.00  HH/IHST 3100 3.00  HH/IHST 3545 3.00  HH/IHST 3740 3.00  HH/IHST 4010 3.00</p>	<p>1020 6.00 (an approved Faculty of Health general education course)</p> <p><b>Note 2:</b> It is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p><b>Note 3:</b> Students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfill general education may count toward electives.</p> <p><b>Note 4:</b> General education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit <a href="http://health.info.yorku.ca/current-student-information/general-education-requirements/">http://health.info.yorku.ca/current-student-information/general-education-requirements/</a>.</p> <p><b>Basic science requirement:</b> a minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits in mathematics selected from: SC/MATH 1505 6.00, SC/MATH 1013 3.00, SC/MATH 1014 3.00, SC/MATH 1025 3.00</li> <li>• three credits selected from: LE/EECS 1520 3.00 or LE/EECS 1540 3.00 or LE/EECS 1570 3.00</li> <li>• six credits selected from: SC/BIOL 1000 3.00, SC/BIOL 1001 3.00, SC/CHEM 1000 3.00, SC/CHEM 1001 3.00 SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00</li> </ul> <p><b>Major credits:</b> students must complete at least 36 (but not more than 42) credits in the major including the following:</p>
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<p>take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p><b>Note 2:</b> it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p><b>Note 3:</b> students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.</p> <p><b>Note 4:</b> general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit <a href="http://health.info.yorku.ca/current-student-information/general-education-requirements/">http://health.info.yorku.ca/current-student-information/general-education-requirements/</a>.</p> <p><b>Basic science requirement:</b> a minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> <li>• six credits in mathematics selected from: SC/MATH 1505 6.00, SC/MATH 1013 3.00, SC/MATH 1014 3.00, SC/MATH 1025 3.00</li> <li>• three credits selected from: LE/EECS 1520 3.00 or LE/EECS 1540 3.00 or LE/EECS 1570 3.00</li> <li>• six credits selected from: SC/BIOL 1000 3.00, SC/BIOL 1001 3.00, SC/CHEM 1000 3.00, SC/CHEM 1001 3.00 SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00</li> </ul> <p><b>Major credits:</b> a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:</p> <p><b>Core Courses (60 credits)</b>  HH/IHST 1000 6.00 <b>OR</b>  HH/KINE 2011 3.00 <b>AND</b>  HH/KINE 2031 3.00</p>	<p>HH/IHST 4100 3.00  HH/IHST 4200 3.00  HH/IHST 4510 3.00</p> <p><b>Note:</b> at least 12 credits in the major must be completed at the 4000 level.</p> <p><b>Upper level credits:</b> a minimum of 42 credits must be taken at the 3000 or 4000 level including at least 18 credits in the major.</p> <p><b>Required science credits outside the major:</b> a minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:</p> <ul style="list-style-type: none"> <li>• All courses offered through the Faculty of Science and the Lassonde School of Engineering;</li> <li>• All kinesiology and health science courses, excluding:</li> <li>• <a href="#">HH/KINE 2380 3.00</a>;  <a href="#">HH/KINE 3240 3.00</a>;  <a href="#">HH/KINE 3250 3.00</a>;  <a href="#">HH/KINE 3360 3.00</a>;  <a href="#">HH/KINE 3420 3.00</a>;  <a href="#">HH/KINE 3430 3.00</a>;  <a href="#">HH/KINE 3440 3.00</a>;  <a href="#">HH/KINE 3490 3.00</a>;  <a href="#">HH/KINE 3510 3.00</a>;  <a href="#">HH/KINE 3530 3.00</a>;  <a href="#">HH/KINE 3580 3.00</a>;  <a href="#">HH/KINE 3620 3.00</a>;  <a href="#">HH/KINE 4340 3.00</a>;  <a href="#">HH/KINE 4350 3.00</a>;  <a href="#">HH/KINE 4360 3.00</a>;  <a href="#">HH/KINE 4370 3.00</a>;  <a href="#">HH/KINE 4375 3.00</a>;  <a href="#">HH/KINE 4420 3.00</a>;  <a href="#">HH/KINE 4430 3.00</a>;  <a href="#">HH/KINE 4480 3.00</a>;  <a href="#">HH/KINE 4485 3.00</a>;  <a href="#">HH/KINE 4490 3.00</a>;  <a href="#">HH/KINE 4495 3.00</a>;  <a href="#">HH/KINE 4530 3.00</a>;  <a href="#">HH/KINE 4560 3.00</a>;  <a href="#">HH/KINE 4620 3.00</a>;  <a href="#">HH/KINE 4630 3.00</a>;  <a href="#">HH/KINE 4635 3.00</a>;  <a href="#">HH/KINE 4645 3.00</a>;</li> </ul>	<p>HH/IHST 1001 3.00  HH/IHST 1002 3.00  HH/IHST 1010 3.00  HH/IHST 2000 3.00  HH/IHST 2010 6.00  HH/IHST 2100 3.00  HH/IHST 2200 3.00</p> <p>At least 3.00 credits chosen from;  HH/IHST 4010 3.00  HH/IHST 4100 3.00  HH/IHST 4200 3.00  HH/IHST 4510 3.00</p> <p>Additional 9.0 credits from the remaining Global Health Core courses at 3000/4000 level (excluding IHST 4300 and IHST 4400) for an overall total of at least 36 credits:</p> <p><b>Upper-level credits:</b> a minimum of 18 credits must be taken at the 3000 level or 4000 level including at least 12 credits at the 3000 or 4000 level in Global Health.</p> <p><b>Credits outside the major:</b> a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.</p> <p><b>Required science credits outside the major:</b> a minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:</p> <ul style="list-style-type: none"> <li>• All courses offered through the Faculty of Science and the Lassonde School of Engineering;</li> <li>• All kinesiology and health science courses, excluding:</li> <li>• <a href="#">HH/KINE 2380 3.00</a>;  <a href="#">HH/KINE 3240 3.00</a>;  <a href="#">HH/KINE 3250 3.00</a>;  <a href="#">HH/KINE 3360 3.00</a>;  <a href="#">HH/KINE 3420 3.00</a>;</li> </ul>
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<p><b>OR</b>  HH/IHST 1001 3.00 <b>AND</b>  HH/IHST 1002 3.00  HH/IHST 1010 3.00  HH/IHST 2000 3.00  HH/IHST 2010 6.00  HH/IHST 2100 3.00  HH/IHST 2200 3.00  HH/IHST 3000 3.00  HH/IHST 3100 3.00  HH/IHST 3545 3.00  HH/IHST 3740 3.00  HH/IHST 4010 3.00  HH/IHST 4100 3.00  HH/IHST 4200 3.00  HH/IHST 4300 9.00  HH/IHST 4400 3.00  HH/IHST 4510 3.00</p> <p><b>Global e-Health</b></p> <p>At least 21 credits selected from:  HH/HLST 2050 3.00  HH/HLST 3330 3.00  HH/HLST 3341 3.00  HH/HLST 4330 3.00  HH/HLST 4340 3.00  HH/NURS 3240 3.00  HH/NURS 4210 3.00</p> <p><b>Global Health Policy, Management and Systems</b></p> <p>At least 21 credits selected from:  AP/ECON 1000 3.00  HH/HLST 2060 3.00  HH/HLST 3450 3.00  HH/HLST 3540 3.00  HH/HLST 3550 3.00  HH/HLST 4100 3.00</p> <p><b>OR</b>  HH/HLST 4130 3.00  HH/HLST 4110 3.00  HH/HLST 4520 3.00</p> <p><b>Global Health: Health Promotion &amp; Disease Prevention</b></p> <p>At least 21 credits selected from:  HH/HLST 3111 3.00  HH/HLST 3520 3.00  HH/KINE 3100 3.00  HH/KINE 3645 3.00  HH/KINE 4140 3.00  HH/KINE 4518 3.00  HH/KINE 4565 3.00  HH/KINE 4640 3.00  HH/KINE 4710 3.00  HH/KINE 4900 3.00</p>	<p><a href="#">HH/KINE 4646 3.00</a></p> <ul style="list-style-type: none"> <li>All psychology courses, excluding:  <a href="#">HH/PSYC 3350 3.00</a>;  <a href="#">HH/PSYC 3430 3.00</a>;  <a href="#">HH/PSYC 3600 3.00</a>;  <a href="#">HH/PSYC 3620 3.00</a>;  <a href="#">HH/PSYC 3630 3.00</a>;  <a href="#">HH/PSYC 3670 3.00</a>;  <a href="#">HH/PSYC 4891 6.00</a></li> </ul> <p><b>Electives:</b> Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfill science and upper-level credits.</p>	<p><a href="#">HH/KINE 3430 3.00</a>;  <a href="#">HH/KINE 3440 3.00</a>;  <a href="#">HH/KINE 3490 3.00</a>;  <a href="#">HH/KINE 3510 3.00</a>;  <a href="#">HH/KINE 3530 3.00</a>;  <a href="#">HH/KINE 3580 3.00</a>;  <a href="#">HH/KINE 3620 3.00</a>;  <a href="#">HH/KINE 4340 3.00</a>;  <a href="#">HH/KINE 4350 3.00</a>;  <a href="#">HH/KINE 4360 3.00</a>;  <a href="#">HH/KINE 4370 3.00</a>;  <a href="#">HH/KINE 4375 3.00</a>;  <a href="#">HH/KINE 4420 3.00</a>;  <a href="#">HH/KINE 4430 3.00</a>;  <a href="#">HH/KINE 4480 3.00</a>;  <a href="#">HH/KINE 4485 3.00</a>;  <a href="#">HH/KINE 4490 3.00</a>;  <a href="#">HH/KINE 4495 3.00</a>;  <a href="#">HH/KINE 4530 3.00</a>;  <a href="#">HH/KINE 4560 3.00</a>;  <a href="#">HH/KINE 4620 3.00</a>;  <a href="#">HH/KINE 4630 3.00</a>;  <a href="#">HH/KINE 4635 3.00</a>;  <a href="#">HH/KINE 4645 3.00</a>;  <a href="#">HH/KINE 4646 3.00</a></p> <ul style="list-style-type: none"> <li>All psychology courses, excluding:  <a href="#">HH/PSYC 3350 3.00</a>;  <a href="#">HH/PSYC 3430 3.00</a>;  <a href="#">HH/PSYC 3600 3.00</a>;  <a href="#">HH/PSYC 3620 3.00</a>;  <a href="#">HH/PSYC 3630 3.00</a>;  <a href="#">HH/PSYC 3670 3.00</a>;  <a href="#">HH/PSYC 4891 6.00</a></li> </ul> <p><b>Electives:</b> additional elective credits as required for an overall total of at least 90 credits. Elective credits may be used to fulfill science and upper-level credits.</p>
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HH/NURS 3130 3.00  
HH/PSCY 3170 3.00

**Global Health and the Environment:**

At least 21 credits selected from:

ES/ENVS 2100 6.00  
ES/ENVS 2122 3.00  
ES/ENVS 2200 6.00  
ES/ENVS 2300 6.00  
ES/ENVS 2410 3.00  
ES/ENVS 3110 3.00  
ES/ENVS 3125 3.00  
ES/ENVS 3150 3.00  
ES/ENVS 3226 3.00  
ES/ENVS 3227 3.00  
ES/ENVS 3310 3.00  
ES/ENVS 3320 3.00  
ES/ENVS 3340 3.00  
ES/ENVS 3400 3.00  
ES/ENVS 3430 3.00  
ES/ENVS 3440 3.00  
ES/ENVS 3450 3.00  
ES/ENVS 4205 3.00  
ES/ENVS 4223 3.00  
ES/ENVS 4230 6.00  
ES/ENVS 4312 3.00  
ES/ENVS 4315 3.00  
ES/ENVS 4320 3.00  
ES/ENVS 4430 3.00  
ES/ENVS 4440 3.00  
ES/ENVS 4523 3.00  
ES/ENVS 4810 6.00

**Note:** at least 12 credits in the major must be completed at the 4000 level.

**Upper-level credits:** a minimum of 42 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

**Required science credits outside the major:** a minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding: [HH/KINE 2380 3.00](#);

[HH/KINE 3240 3.00;](#)  
[HH/KINE 3250 3.00;](#)  
[HH/KINE 3360 3.00;](#)  
[HH/KINE 3420 3.00;](#)  
[HH/KINE 3430 3.00;](#)  
[HH/KINE 3440 3.00;](#)  
[HH/KINE 3490 3.00;](#)  
[HH/KINE 3510 3.00;](#)  
[HH/KINE 3530 3.00;](#)  
[HH/KINE 3580 3.00;](#)  
[HH/KINE 3620 3.00;](#)  
[HH/KINE 4340 3.00;](#)  
[HH/KINE 4350 3.00;](#)  
[HH/KINE 4360 3.00;](#)  
[HH/KINE 4370 3.00;](#)  
[HH/KINE 4375 3.00;](#)  
[HH/KINE 4420 3.00;](#)  
[HH/KINE 4430 3.00;](#)  
[HH/KINE 4480 3.00;](#)  
[HH/KINE 4485 3.00;](#)  
[HH/KINE 4490 3.00;](#)  
[HH/KINE 4495 3.00;](#)  
[HH/KINE 4530 3.00;](#)  
[HH/KINE 4560 3.00;](#)  
[HH/KINE 4620 3.00;](#)  
[HH/KINE 4630 3.00;](#)  
[HH/KINE 4635 3.00;](#)  
[HH/KINE 4645 3.00;](#)  
[HH/KINE 4646 3.00](#)

- All psychology courses, excluding:

[HH/PSYC 3350 3.00;](#)  
[HH/PSYC 3430 3.00;](#)  
[HH/PSYC 3600 3.00;](#)  
[HH/PSYC 3620 3.00;](#)  
[HH/PSYC 3630 3.00;](#)  
[HH/PSYC 3670 3.00;](#)  
[HH/PSYC 4891 6.00.](#)

*Electives: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfill science and upper-level credits.*

## Appendix B List of Global Health Core Courses

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/NURS	1010	3.0	Existing	Yearly
<p><b>Foundations of Global Health Studies</b></p> <p>An inter- and multidisciplinary introduction to the issues underlying Canadian and international health care systems. Examines the social, cultural, economic and political influences on concepts, values and structures of Canadian and international health care systems.</p>					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/KINE	1001	3.0	Existing	Yearly
<p><b>Human Anatomy and Physiology for Health I</b></p> <p>This course examines human anatomy and physiology with a focus on health and disease in the body as a whole as well as each body system. Students examine how the different body systems work together to maintain homeostasis and how the systems react when homeostasis is disrupted by disease.</p>					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/KINE	1002	3.0	Existing	Yearly
<p><b>Human Anatomy and Physiology for Health II</b></p> <p>This course examines human anatomy and physiology with a focus on health and disease in the body as a whole as well as each body system. Students examine how the different body systems work together to maintain homeostasis and how the systems react when homeostasis is disrupted by disease.</p>					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	SHPM	2000	3.0	New	Yearly
<p><b>Global Health Policy: Power and Politics</b></p> <p>Analyzes the process through which global health policy is developed. As national and global initiatives can intertwine, the course begins by exploring and categorizing the manner in which nation governments are structured, and the factors that influence the process of policy decision-making at the national and global levels. Explores case studies that demonstrate global health policy development.</p>					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered

HH	NURS/SHPM	2010	6.0	Existing	Yearly
<b>Global Health Research Methods &amp; Measurement</b>					
An introduction to methodological, statistical and computer techniques used in research and the application of these techniques to quantitative and qualitative research in the context of global health. Topics such as research design, sources of validity and bias, reading research reports and interpretation of findings and applicable analytical methods will be included for both research paradigms.					
<b>Faculty</b>	<b>Responsible Unit</b>	<b>Course Number</b>	<b>Credit Value</b>	<b>Existing or New</b>	<b>Frequency Offered</b>
HH	IHST/KINE	2100	3.0	Existing	Yearly
<b>Chronic Diseases and Care</b>					
This course will examine the complexity and impact of chronic diseases, also known as non-communicable diseases, within national and international health care systems. It will define and investigate the current prevalence, significance, risk factors and determinants of the major current chronic conditions and their prevention and management.					
<b>Faculty</b>	<b>Responsible Unit</b>	<b>Course Number</b>	<b>Credit Value</b>	<b>Existing or New</b>	<b>Frequency Offered</b>
HH	SHPM	2200	3.0	New	Yearly
<b>Determinants of Health: Local to Global</b>					
This course will provide an opportunity for participants to develop or strengthen their understanding of social determinants of health from a global perspective. Participants will engage in critical analysis of social inequities and the health consequences to global populations and will also develop an understanding of the concept of global citizenship.					
<b>Faculty</b>	<b>Responsible Unit</b>	<b>Course Number</b>	<b>Credit Value</b>	<b>Existing or New</b>	<b>Frequency Offered</b>
HH	IHST/NURS	3000	3.0	New	Yearly
<b>Epidemiological Approaches to Global Health</b>					
This course introduces students to the principles of epidemiology and its application to communicable diseases. Additionally it provides current knowledge and theories regarding those infectious diseases of relevance to populations and programs in place to address spread of disease.					
<b>Faculty</b>	<b>Responsible Unit</b>	<b>Course Number</b>	<b>Credit Value</b>	<b>Existing or New</b>	<b>Frequency Offered</b>
HH	IHST/NURS	3100	3.0	New	Yearly
<b>Communicable Diseases and Care</b>					

This course introduces students to the current knowledge and application of epidemiology to communicable diseases. Additionally it provides current knowledge and theories regarding those infectious diseases of relevance to populations and programs in place to address the spread of disease.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/NURS	3545	3.0	Existing	Yearly

### Promoting Global Health

Students examine the evidence that while progress in achieving important global health outcomes has occurred, significant challenges remain to be solved. Global health issues impacted by such factors as poverty, gender inequality, international trade policy, climate-change, loss of biodiversity, food insecurity, war and displacement are explored as expressions of structural influences which perpetuate global disparities in health. Asking the question "What would it take to achieve health for all?" students identify pressing global health issues and the global health promotion strategies being used to address them.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/NURS	3740	3.0	New	Yearly

### Health Care Planning for Communities

This course provides a theoretical and methodological background for health problem analysis and program/service planning at the community and regional levels.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	4010	3.0	New	Yearly

### Health Care Ethics: Policy and Management Perspectives

Provides an overview of ethical issues involved in health care policy, management and informatics in Canada. It combines theory and practical application to allow for reflection on the role values and beliefs play in health policy, management and informatics decisions.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/PSYC	4100	3.0	New	Yearly

### Program Evaluation

Provides an overview of the tools and techniques of program monitoring and evaluation with particular focus on health programs. Evaluation of health (or other social/development) programs is often mandated. The course focuses on how to do evaluations that are useful and actually used. In other words, to carry out utilization focused evaluation.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	4200	3.0	New	Yearly

### **Global Health Governance and Leadership**

This course introduces students to global health governance as a mechanism for resolving transnational interdependent health problems where global cooperation is needed. The course is designed to give students an understanding of issues in global health governance. The course combines theory with application to develop leadership skills needed to work with organizations that provide support for global health initiatives.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	4510	3.0	New	Yearly

### **Health and Human Rights**

Examines how health and human rights are complementary approaches to understanding and analyzing human well-being. The congruence of the two fields has arisen as the definition of human rights has expanded from civil and political rights to include social and economic rights. Will examine this evolution and its implications.

October 22, 2015

Professor Beryl Pilkington  
Program Coordinator, Global Health

**FACULTY OF  
HEALTH**

**Office of the Dean**

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Fax 416 736 5760  
healthdn@yorku.ca  
www.health.yorku.ca

Re: Proposed General Honours BA/BSc and Ordinary 90 credit BA/BSc Degrees in Global Health

I am very pleased to write in support of these two proposals that will greatly expand the options for our students to complete a degree or double major in the rapidly evolving field of Global Health.

These new proposed programs will broaden the offerings from our current Specialized Honours Degree and provide students with greater flexibility for meeting their educational goals. Thus, there is a sound academic rationale for adding both a General Honours and Ordinary 90 Credit Degrees to our Global Health undergraduate program.

With respect to resources, the Faculty of Health is well positioned to meet the current and future needs of the two proposed programs. For example, an announcement will be made on October 27, 2015 regarding a major donation that will be a foundation for rapidly expanding Global Health education and research at York University. This gift will fund three new academic positions: the Institute Director and two Global Health Chairs, as well as provide substantial support for student travel grants and scholarships. In addition, the Faculty of Health has three searches underway that will add to our Global Health faculty complement:

- a) Human Immunology and Global Disease Burden in our School of Kinesiology & Health Science,
- b) Health Informatics and Global Health in our School of Health Policy & Management
- c) Canada Research Chair Tier 1 in Global Governance and Social Innovation in our School of Health Policy & Management.

Future recruitments in Global Health are included in the five year 2015-2020 Academic Plans for both the Faculty and Schools/Department. This substantial growth in tenure stream faculty positions in the field of Global Health will support expanded teaching in the undergraduate Global Health BA/BSc program.

As the donor funded Global Health Institute grows, there will be the recruitment of administrative staff to support various programs including the undergraduate BA/BSc. New space will be provided in the TEL building, as well as in one of our Colleges (Stong or Calumet).

Taken together, the two proposed undergraduate programs will be well resourced with faculty complement, administrative support and physical resources.

Sincerely,



Harvey Skinner, PhD, CPsych, FCAHS  
Founding Dean



Date: August 29, 2015

Program Closure: **ITALIAN**

### **CULTURE Background Information**

The Italian Culture Honours Minor BA Program was introduced in 2007-08. In 2009-10 Italian Culture was launched as an Honours Major BA Program. The Italian Studies section initially wanted Italian Studies and Italian Culture to be two different streams in one single program but, at the time (2008-09), this was not a possibility for a variety of administrative challenges.

The Italian Studies section in DLLL is proposing the closure of the degree in Italian Culture. Degree options include an Honours BA (120 credits) and a BA (90 credits) in Italian Culture and other possibilities such as an Honours Minor, a double major and a major/minor option linked to other programs at York University. Requirements for the 90 credit degree in Italian Culture include 12 mandatory core credits + 18 credits chosen from a list of Italian Culture courses both from within Italian Studies and from other departments such as HIST, HUMA, GSWST, VISA. For the 120 credit degree in Italian Culture, students require 12 mandatory core credits + 30 credits chosen as above. This degree is offered in English.

In recent years, the Italian Culture major, although an interesting and robust degree program according to external reviewers' comments from a recent UPR (2010), has failed to attract the number of majors that would ensure its sustainability. It is for this reason that the Department, in the recent AAPR, has recommended its closure. The Italian Studies section recognizes that in 2015-16 there are no majors in the program and now wishes to propose its closure.

There would be no impact on other units.

There would be no impact on students as there are no majors in the program.

There would be no impact on faculty members in Italian Studies as the courses offered as part of the degree in Italian Culture are already part of, or could be taught towards, the degree in Italian Studies. The section is currently revising its Italian Studies degree requirements to encompass these offerings and new ones outside of the traditional fields.

This proposal was approved on September 3, 2015 by the Italian Studies Section.

This proposal was approved on September 9, 2015 by the Coordinators' Committee DLLL.



## Memo

To: Whom It May Concern

From: Kim Michasiw,  
Vice Dean

Date: December 1, 2015

Subject: Approval of the Closure of the Italian Culture Degree Program

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On behalf of Dean Ananya Mukherjee-Reed, I have reviewed the proposal to close the degree program in Italian Culture in the Faculty of Liberal Arts & Professional Studies' Department of Languages, Literatures, and Linguistics.

Proposing to close the program marks the Italian section's recognition that the program is a noble, but failed, experiment. Despite the program's being assessed as interesting and robust in design by the Italian section's most recent Cyclical Program Review, it failed entirely to draw students, perhaps because they could not distinguish it clearly enough from its sibling program in Italian Studies. All of the courses that contributed to Italian Culture will remain in the repository because they all contribute to Italian Studies. So the closing of a program with no students and no unique courses will have no impact. It will vanish as if it had never been.

York University  
GLENDON

Committee on Academic Standards, Teaching and Learning (CASTL)

**DEPARTMENT:** Translation

**DATE:** 25 October 2015

**CHANGES:** Change the Specialized Honours BA and iBA in Translation to a Direct-Entry Program; change the admission requirements; and change the name of the streams

**Current:**

(~~Strikethrough~~ changes in current requirements)

**ADMISSION REQUIREMENTS**

*Prerequisites:*

- ~~You must have completed, by September, a minimum of one year of university (24 credits) or the equivalent.~~
- ~~Must be eligible to proceed in an Honours BA program~~
- ~~Must successfully complete the School's online entrance examination.~~

**FRANCOPHONE STREAM**

**Year 1  
Translation**

six credits in ENSL courses (at the 3000 or 4000 level)  
or

**Proposed:**

(Underline new changes in proposed requirements)

**ADMISSION REQUIREMENTS**

The minimum requirements for admission are as follows:

- A minimum of six 4U or 4M courses, including 4U French (FRA4U, FIF4U, or FEF4U) and 4U English (ENG4U or EAE4U) or the equivalent

**ENGLISH to FRENCH STREAM**

**Year 1  
Translation**

First-year students must complete 6 credits in EN or ENSL and 6 credits in FRAN.

AND

Pass the qualifying exam at the end of Year 1

**NOTE:** EN/ENSL courses below the 3000 level do not count toward the major.  
FRAN/FRLS courses below the 2000 level do not count toward the major.

**Year 2  
Translation**

six credits in ENSL courses (at the 3000 or 4000 level)

or

six credits in any discipline  
if exempted

GL/FRAN 2210 3.00

GL/FRAN 2212 3.00

GL/TRAN 2210 3.00

six credits in any discipline  
if exempted

GL/FRAN 2210 3.00  
GL/FRAN 2212 3.00  
GL/TRAN 2210 3.00  
GL/TRAN 2220 3.00  
GL/TRAN 2250 3.00

**Year 2  
Translation**

GL/EN 1602 6.00

or

6 credits in English  
approved by the  
department

GL/FRAN 3240 3.00  
GL/FRAN 3241 3.00  
GL/TRAN 3210 3.00  
GL/TRAN 3220 3.00  
GL/TRAN 3260 3.00  
GL/TRAN 3270 3.00

**Year 3  
Translation**

GL/TRAN 4510 3.00  
GL/TRAN 4225 3.00  
GL/TRAN 4250 3.00  
GL/TRAN 4370 3.00  
GL/TRAN 4230 3.00

or

GL/TRAN 4525 3.00

or

three credits in linguistics

or

three credits, approved by the department, in  
a course taught in English which focuses on  
Canadian literature or Canadian culture

**Anglophone Stream**

**Year 1  
Translation**

GL/FRLS 2240 6.00  
GL/EN 1602 6.00

or

six credits, approved by the department, in a  
course with a focus on Canada

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00  
GL/TRAN 2250 3.00

**Year 3  
Translation**

GL/EN 1602 6.00

or

6 credits in English  
approved by the  
department, and

GL/FRAN 3240 3.00  
GL/FRAN 3241 3.00  
GL/TRAN 3210 3.00  
GL/TRAN 3220 3.00  
GL/TRAN 3260 3.00  
GL/TRAN 3270 3.00

**Year 4  
Translation**

GL/TRAN 4510 3.00  
GL/TRAN 4225 3.00  
GL/TRAN 4250 3.00  
GL/TRAN 4370 3.00  
GL/TRAN 4230 3.00

or

GL/TRAN 4525 3.00

or

three credits in linguistics

or

three credits, approved by the department, in  
a course taught in English which focuses on  
Canadian literature or Canadian culture

**FRENCH to ENGLISH Stream**

**Year 1  
Translation**

First-year students must complete 6 credits in  
EN and 6 credits in FRAN or FRLS

AND

Pass the qualifying exam at the end of Year 1

**NOTE: EN/ENSL courses below the 3000**

GL/TRAN 2220 3.00  
GL/TRAN 2250 3.00

**Year 2**  
**Translation**

GL/FRLS 3240 3.00  
GL/FRLS 3241 3.00  
GL/TRAN 3210 3.00  
GL/TRAN 3220 3.00  
GL/TRAN 3260 3.00  
GL/TRAN 3270 3.00  
GL/TRAN 3310 3.00  
GL/TRAN 4310 3.00

**Year 3**  
**Translation**

GL/TRAN 4510 3.00  
GL/TRAN 4225 3.00  
GL/TRAN 4250 3.00  
GL/TRAN 4370 3.00  
GL/TRAN 4230 3.00

or

GL/TRAN 4525 3.00

or

three credits in linguistics

**Specialized Honours BA: 120 Credits**

**Major credits:** students must complete at least 60 credits, as listed above.

As part of the above requirements, a minimum grade of C+ in the following courses:

- GL/TRAN 2210 3.00;
- GL/TRAN 2220 3.00;
- GL/TRAN 3210 3.00;

level do not count toward the major.  
FRAN/FRLS courses below the 2000 level do not count toward the major.

**Year 2**  
**Translation**

GL/FRLS 2240 6.00  
GL/EN 1602 6.00

or

six credits, approved by the department, in a course with a focus on Canada, and

GL/TRAN 2210 3.00  
GL/TRAN 2220 3.00  
GL/TRAN 2250 3.00

**Year 3**  
**Translation**

GL/FRLS 3240 3.00  
GL/FRLS 3241 3.00  
GL/TRAN 3210 3.00  
GL/TRAN 3220 3.00  
GL/TRAN 3260 3.00  
GL/TRAN 3270 3.00  
GL/TRAN 3310 3.00  
GL/TRAN 4310 3.00

**Year 4**  
**Translation**

GL/TRAN 4510 3.00  
GL/TRAN 4225 3.00  
GL/TRAN 4250 3.00  
GL/TRAN 4370 3.00  
GL/TRAN 4230 3.00

or

GL/TRAN 4525 3.00

or

three credits in linguistics

**Specialized Honours BA: 120 Credits**

**Major credits:** students must complete at least 60 credits, as listed above.

As part of the above requirements, a minimum grade of C+ in the following courses:

- GL/TRAN 2210 3.00;
- GL/TRAN 2220 3.00;
- GL/TRAN 3210 3.00;

- GL/TRAN 3220 3.00;
  - GL/TRAN 4510 3.00;
  - GL/TRAN 4250 3.00;
- and a minimum grade of C in all other courses.

**General education requirement\*:** every student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

**Bilingual requirement\*:** all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

**Upper-level credits\*:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

**Credits outside the major\*:** at least 18 credits.

**Residency requirement:** a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

**Graduation requirement:** students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

- GL/TRAN 3220 3.00;
  - GL/TRAN 4510 3.00;
  - GL/TRAN 4250 3.00;
- and a minimum grade of C in all other courses that count towards the major

**General education requirement\*:** every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

**Bilingual requirement\*:** all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

**Upper-level credits\*:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

**Credits outside the major\*:** at least 18 credits.

**Residency requirement:** a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

**Graduation requirement:** students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

**\*Note:** please refer to the [Rules and Regulations section](#) of the Undergraduate Calendar for detailed requirement information.

### **Specialized Honours iBA: 120 Credits**

**Major credits:** students must complete at least 60 credits, as listed in the table above.

As part of the above requirements, a minimum grade of C+ in the following courses:

- [GL/TRAN 2210 3.00](#);
- [GL/TRAN 2220 3.00](#);
- [GL/TRAN 3210 3.00](#);
- [GL/TRAN 3220 3.00](#);
- [GL/TRAN 4510 3.00](#);
- [GL/TRAN 4250 3.00](#);
- and a minimum grade of C in all other courses.

Courses taken to fulfill the major requirements may also be used to fulfill the iBA requirements.

**\*Note:** please refer to the [Rules and Regulations section](#) of the Undergraduate Calendar for detailed requirement information.

### **Specialized Honours iBA: 120 Credits**

**Major credits:** students must complete at least 60 credits, as listed in the table above.

As part of the above requirements, a minimum grade of C+ in the following courses:

- [GL/TRAN 2210 3.00](#);
- [GL/TRAN 2220 3.00](#);
- [GL/TRAN 3210 3.00](#);
- [GL/TRAN 3220 3.00](#);
- [GL/TRAN 4510 3.00](#);
- [GL/TRAN 4250 3.00](#);
- and a minimum grade of C in all other courses towards major.

Courses taken to fulfill the major requirements may also be used to fulfill the iBA requirements.

**Université York  
GLENDON  
Comité des normes académiques et pédagogiques (CNAP)**

**DÉPARTEMENT: Traduction**

**DATE: 20 octobre 2015**

**CHANGEMENTS: Modification des critères d'admission à l'École de traduction; changements mineurs au texte du calendrier.**

**CHANGEMENT DE :**

**CRITÈRES D'ADMISSION**

Conditions préalables :

- ~~• Tous les candidats à l'École de traduction doivent avoir terminé avant septembre au moins une année d'études universitaires (24 crédits) ou l'équivalent.~~
- ~~• Ils doivent remplir les conditions exigées pour suivre un programme de B.A. spécialisé.~~
- ~~• Ils doivent réussir l'examen d'admission en ligne de l'École.~~

**COURANT FRANCOPHONE**

**CHANGEMENT À :**

**CRITÈRES D'ADMISSION**

Conditions préalables :

- avoir réussi Français 4U (FRA4U, FIF4U, ou FEF4U) et English 4U (ENG4U ou EAE4U) ou l'équivalent

**COURANT ANGLAIS-FRANÇAIS**

**Année 1**  
**Traduction**

Les étudiants de première année doivent réussir 6 crédits en EN ou ENSL et ET 6 crédits en FRAN.

ET

Réussir à l'Examen de spécialisation à la fin de la première année

N.B. : Les cours en EN/ENSL sous le niveau 3000 ne comptent pas vers la spécialisation.  
Les cours en FRAN/FRLS sous le niveau 2000 ne comptent pas vers la spécialisation.

**Année 1**  
**Traduction**

6 crédits en ENSL (au niveau 3000 ou 4000)  
ou

6 crédits dans une  
autre discipline en cas d'exemption

GL/FRAN 2210 3.00

GL/FRAN 2212 3.00

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00

GL/TRAN 2250 3.00

**Année 2**  
**Traduction**

GL/FRLS 3240 3.00

GL/FRLS 3241 3.00

GL/TRAN 3210 3.00

GL/TRAN 3220 3.00

GL/TRAN 3260 3.00

GL/TRAN 3270 3.00

**Année 3**  
**Traduction**

GL/TRAN 4510 3.00

GL/TRAN 4225 3.00

GL/TRAN 4250 3.00

GL/TRAN 4370 3.00

GL/TRAN 4230 3.00

ou

GL/TRAN 4525 3.00

ou

ou

3 crédits en linguistique

ou

avec l'approbation du département, 3 crédits  
enseignés en anglais axés sur la littérature  
ou la culture canadienne

**COURANT ANGLOPHONE**

**Année 2**  
**Traduction**

6 crédits en ENSL (au niveau 3000 ou 4000)  
ou

6 crédits dans une  
autre discipline en cas d'exemption

GL/FRAN 2210 3.00

GL/FRAN 2212 3.00

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00

GL/TRAN 2250 3.00

**Année 3**  
**Traduction**

GL/FRLS 3240 3.00

GL/FRLS 3241 3.00

GL/TRAN 3210 3.00

GL/TRAN 3220 3.00

GL/TRAN 3260 3.00

GL/TRAN 3270 3.00

**Année 4**  
**Traduction**

GL/TRAN 4510 3.00

GL/TRAN 4225 3.00

GL/TRAN 4250 3.00

GL/TRAN 4370 3.00

GL/TRAN 4230 3.00

ou

GL/TRAN 4525 3.00

ou

ou

3 crédits en linguistique

ou

avec l'approbation du département, 3 crédits  
enseignés en anglais axés sur la littérature ou  
la culture canadienne

**COURANT FRANÇAIS-ANGLAIS**

**Année 1**



### Traduction

Les étudiants de première année doivent réussir 6 crédits en EN et ET 6 crédits en FRSL ou FRAN.

ET

Réussir à l'Examen de spécialisation à la fin de la première année

N.B. : Les cours en EN/ENSL sous le niveau 3000 ne comptent pas vers la spécialisation. Les cours en FRAN/FRLS sous le niveau 2000 ne comptent pas vers la spécialisation.

### **Année 1 Traduction**

GL/FRLS 2240 6.00

GL/EN 1602 6.00

ou

avec l'approbation du département, 6 crédits enseignés en anglais axés sur la littérature ou la culture canadienne

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00

GL/TRAN 2250 3.00

### **Année 2**

GL/FRLS 3240 3.00

GL/FRLS 3241 3.00

GL/TRAN 3210 3.00

GL/TRAN 3220 3.00

GL/TRAN 3260 3.00

GL/TRAN 3270 3.00

GL/TRAN 3310 3.00

GL/TRAN 4310 3.00

### **Année 3**

GL/TRAN 4510 3.00

GL/TRAN 4225 3.00

GL/TRAN 4250 3.00

GL/TRAN 4370 3.00

GL/TRAN 4230 3.00

ou

GL/TRAN 4525 3.00

ou

### **Année 2 Traduction**

GL/FRLS 2240 6.00

GL/EN 1602 6.00

ou

avec l'approbation du département, 6 crédits enseignés en anglais axés sur la littérature ou la culture canadienne

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00

GL/TRAN 2250 3.00

### **Année 3**

GL/FRLS 3240 3.00

GL/FRLS 3241 3.00

GL/TRAN 3210 3.00

GL/TRAN 3220 3.00

GL/TRAN 3260 3.00

GL/TRAN 3270 3.00

GL/TRAN 3310 3.00

GL/TRAN 4310 3.00

### **Année 4**

GL/TRAN 4510 3.00

GL/TRAN 4225 3.00

GL/TRAN 4250 3.00

GL/TRAN 4370 3.00

GL/TRAN 4230 3.00

ou

GL/TRAN 4525 3.00

ou

trois crédits en linguistique

**Baccalauréat spécialisé approfondi : 120 crédits**

**Cours de la majeure :** Un minimum de 60 crédits est requis, suivant la répartition dans les tableaux ci-dessus —~~courant francophone ou courant anglophone.~~

Une note minimale de C+ est requise dans les cours suivants :

- GL/TRAN 2210 3.00;
- GL/TRAN 2220 3.00;
- GL/TRAN 3210 3.00;
- GL/TRAN 3220 3.00;
- GL/TRAN 4510 3.00;
- GL/TRAN 4250 3.00;
- et une note minimale de C dans tous les autres cours.

**Les exigences d'éducation générale\* :**

Chaque étudiant du Collège doit avoir réussi à l'équivalent d'au moins six crédits dans trois des quatre divisions du programme en éducation générale (pour un total de 18 crédits): humanités, logique, sciences naturelles, sciences sociales.

**Les exigences de bilinguisme\* :** Tout étudiant doit obtenir six crédits dans chaque langue officielle (français et anglais) au Collège universitaire Glendon, à choisir parmi les deux options suivantes :

- des cours de 2e année ou d'un niveau supérieur en français langue seconde ou en anglais langue seconde;
- des cours dans une discipline qui respecte les exigences en matière de bilinguisme.

**Cours avancés\* :** 36 crédits au niveau 3000 ou 4000 avec au moins 18 crédits au niveau 4000. Ces cours incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.

trois crédits en linguistique

**Baccalauréat spécialisé approfondi : 120 crédits**

**Cours de la majeure :** Un minimum de 60 crédits est requis, suivant la répartition dans les tableaux ci-dessus.

Une note minimale de C+ est requise dans les cours suivants :

- GL/TRAN 2210 3.00;
- GL/TRAN 2220 3.00;
- GL/TRAN 3210 3.00;
- GL/TRAN 3220 3.00;
- GL/TRAN 4510 3.00;
- GL/TRAN 4250 3.00;
- et une note minimale de C dans tous les autres cours requis pour la spécialisation.

**Les exigences d'éducation générale\* :**

Chaque étudiant du Collège doit avoir réussi à l'équivalent d'au moins six crédits dans trois des quatre divisions du programme en éducation générale (pour un total de 18 crédits): humanités, logique, sciences naturelles, sciences sociales.

**Les exigences de bilinguisme\* :** Tout étudiant doit obtenir six crédits dans chaque langue officielle (français et anglais) au Collège universitaire Glendon, à choisir parmi les deux options suivantes :

- des cours de 2e année ou d'un niveau supérieur en français langue seconde ou en anglais langue seconde;
- des cours dans une discipline qui respecte les exigences en matière de bilinguisme.

**Cours avancés\* :** 36 crédits au niveau 3000 ou 4000 avec au moins 18 crédits au niveau 4000. Ces cours incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.

**Crédits hors majeure\*** : un minimum de 18 crédits.

**Exigences de résidence** : au moins 30 crédits d'un programme à York et 50% des crédits exigés dans la majeure et la mineure doivent être complétés à Glendon.

**Exigences pour l'obtention du diplôme** : Les étudiants doivent réussir à un total de 120 crédits avec une moyenne de 5.00 (C+) dans la spécialisation et dans le programme.

**\*N.B.** : Pour plus de détails, veuillez vous référer à la section Règlements gouvernant l'obtention du Baccalauréat dans l'Annuaire.

### **Baccalauréat international spécialisé approfondi : 120 crédits**

**Cours de la majeure** : Un minimum de 60 crédits est requis, comme indiqués dans les tableaux —~~courant francophone ou courant anglophone.~~

Une note minimale de C+ est requise dans les cours suivants :

- GL/TRAN 2210 3.00;
- GL/TRAN 2220 3.00;
- GL/TRAN 3210 3.00;
- GL/TRAN 3220 3.00;
- GL/TRAN 4510 3.00;
- GL/TRAN 4250 3.00;

- et une note minimale de C dans tous les autres cours.

Les cours de la majeure peuvent aussi satisfaire aux exigences du Baccalauréat ès arts international.

**COLLÈGE UNIVERSITAIRE GLENDON  
(GL) – BACCALAURÉAT ÈS ARTS  
SPÉCIALISÉ ACCÉLÉRÉ EN  
TRADUCTION : RÉSERVÉ AUX  
TITULAIRES D'UN AUTRE  
BACCALAURÉAT**

**Crédits hors majeure\*** : un minimum de 18 crédits.

**Exigences de résidence** : au moins 30 crédits d'un programme à York et 50% des crédits exigés dans la majeure et la mineure doivent être complétés à Glendon.

**Exigences pour l'obtention du diplôme** : Les étudiants doivent réussir à un total de 120 crédits avec une moyenne de 5.00 (C+) dans la spécialisation et dans le programme.

**\*N.B.** : Pour plus de détails, veuillez vous référer à la section Règlements gouvernant l'obtention du Baccalauréat dans l'Annuaire.

### **Baccalauréat international spécialisé approfondi : 120 crédits**

**Cours de la majeure** : Un minimum de 60 crédits est requis, comme indiqués dans les tableaux.

Une note minimale de C+ est requise dans les cours suivants :

- GL/TRAN 2210 3.00;
- GL/TRAN 2220 3.00;
- GL/TRAN 3210 3.00;
- GL/TRAN 3220 3.00;
- GL/TRAN 4510 3.00;
- GL/TRAN 4250 3.00;

- et une note minimale de C dans tous les autres cours requis pour la spécialisation.

Les cours de la majeure peuvent aussi satisfaire aux exigences du Baccalauréat ès arts international.

**COLLÈGE UNIVERSITAIRE GLENDON (GL)  
– BACCALAURÉAT ÈS ARTS SPÉCIALISÉ  
ACCÉLÉRÉ EN TRADUCTION : RÉSERVÉ  
AUX TITULAIRES D'UN AUTRE**

## 1. Courants francophone et anglophone

### Conditions d'admission

Les étudiant(e)s doivent :

- être titulaires d'un diplôme universitaire ;
- avoir réussi à l'examen d'entrée de l'École de traduction.

### Exigences du Programme

Un minimum de 60 crédits est requis, incluant :

- 48 crédits obligatoires, comme indiqués dans les tableaux - ~~courant francophone ou courant anglophone.~~
- 12 autres crédits sont choisis en consultation avec la directrice ou le directeur de l'École de traduction.
- 24 crédits au niveau 3000 ou 4000 dont au moins 12 au niveau 4000.

### Courant francophone

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00

GL/TRAN 2250 3.00

GL/TRAN 3210 3.00

GL/TRAN 3220 3.00

GL/TRAN 3260 3.00

GL/TRAN 3270 3.00

GL/TRAN 4225 3.00

GL/TRAN 4250 3.00

GL/TRAN 4370 3.00

GL/TRAN 4510 3.00

**GL/FRAN 2214 3.00**

GL/FRAN 3240 3.00

GL/FRAN 3241 3.00

Trois crédits en EN (Anglais) ou ENSL (~~anglais comme langue seconde~~) au niveau 2000 ou au-dessus.

Trois crédits additionnels en TRAN (~~École de traduction~~).

### Courant Anglophone

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00

GL/TRAN 2250 3.00

GL/TRAN 3210 3.00

## BACCALAURÉAT

### 1. Courants anglais-français et français-anglais

#### Conditions d'admission

- être titulaire d'un diplôme universitaire ;
- avoir réussi à l'examen de spécialisation de l'École de traduction.

#### Exigences du Programme

Un minimum de 60 crédits est requis, incluant :

- 48 crédits obligatoires, comme indiqués dans les tableaux.
- 12 autres crédits choisis en consultation avec la directrice ou le directeur de l'École de traduction.
- 24 crédits au niveau 3000 ou 4000 dont au moins 12 au niveau 4000.

### Courant anglais-français

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00

GL/TRAN 2250 3.00

GL/TRAN 3210 3.00

GL/TRAN 3220 3.00

GL/TRAN 3260 3.00

GL/TRAN 3270 3.00

GL/TRAN 4225 3.00

GL/TRAN 4250 3.00

GL/TRAN 4370 3.00

GL/TRAN 4510 3.00

**GL/FRAN 2210 3.00 ou GL/FRAN 2212 3.00**

GL/FRAN 3240 3.00

GL/FRAN 3241 3.00

Trois crédits en EN ou ENSL au niveau 2000 ou au-dessus.

Trois crédits additionnels en TRAN

### Courant français-anglais

GL/TRAN 2210 3.00

GL/TRAN 2220 3.00

GL/TRAN 2250 3.00

GL/TRAN 3210 3.00

GL/TRAN 3220 3.00  
GL/TRAN 3260 3.00  
GL/TRAN 3270 3.00  
GL/TRAN 3310 3.00  
GL/TRAN 4225 3.00  
GL/TRAN 4370 3.00  
GL/TRAN 4510 3.00  
GL/FRLS 2240 6.00  
GL/FRLS 3240 3.00  
GL/FRLS 3241 3.00

~~Trois crédits additionnels en TRAN (École de traduction).~~

**Les exigences d'éducation générale\* :**

Chaque étudiant du Collège doit avoir réussi à l'équivalent d'au moins six crédits dans trois des quatre divisions du programme en éducation générale (pour un total de 18 crédits): humanités, logique, sciences naturelles, sciences sociales.

**Les exigences de bilinguisme\* :** Tout étudiant doit obtenir six crédits dans chaque langue officielle (français et anglais) au Collège universitaire Glendon, à choisir parmi les deux options suivantes :

- des cours de 2e année ou d'un niveau supérieur en français langue seconde ou en anglais langue seconde;
- des cours dans une discipline qui respecte les exigences en matière de bilinguisme.

**Cours avancés\* :** 36 crédits au niveau 3000 ou 4000 avec au moins 18 crédits au niveau 4000. Ces cours incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.

**Crédits hors majeure\* :** un minimum de 18 crédits.

**Exigences de résidence :** au moins 30 crédits d'un programme à York et 50% des crédits exigés dans la majeure et la mineure doivent être complétés à Glendon.

GL/TRAN 3220 3.00  
GL/TRAN 3260 3.00  
GL/TRAN 3270 3.00  
GL/TRAN 3310 3.00  
GL/TRAN 4225 3.00  
**GL/TRAN 4250 3.00**  
GL/TRAN 4370 3.00  
GL/TRAN 4510 3.00  
GL/FRLS 2240 6.00  
GL/FRLS 3240 3.00  
GL/FRLS 3241 3.00

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Chaque étudiant du Collège doit avoir réussi à l'équivalent d'au moins six crédits dans trois des quatre divisions du programme en éducation générale (pour un total de 18 crédits): humanités, logique, sciences naturelles, sciences sociales.

**Les exigences de bilinguisme\* :** Tout étudiant doit obtenir six crédits dans chaque langue officielle (français et anglais) au Collège universitaire Glendon, à choisir parmi les deux options suivantes :

- des cours de 2e année ou d'un niveau supérieur en français langue seconde ou en anglais langue seconde;
- des cours dans une discipline qui respecte les exigences en matière de bilinguisme.

**Cours avancés\* :** 36 crédits au niveau 3000 ou 4000 avec au moins 18 crédits au niveau 4000. Ces cours incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.

**Crédits hors majeure\* :** un minimum de 18 crédits.

**Exigences de résidence :** au moins 30 crédits d'un programme à York et 50% des crédits exigés dans la majeure et la mineure doivent être complétés à Glendon.

**Exigences pour l'obtention du diplôme :**  
Les étudiants doivent réussir à un total de 120 crédits avec une moyenne de 5.00 (C+) dans la spécialisation et dans le programme.

**Exigences pour l'obtention du diplôme :**  
Les étudiants doivent réussir à un total de 120 crédits avec une moyenne de 5.00 (C+) dans la spécialisation et dans le programme.

**Justificatif :**

- 1. Changement du nom des courants :** Nous avons changé le nom des deux courants : le Courant francophone est désormais le Courant anglais-français et le Courant anglophone désormais le Courant français-anglais. Les titres actuels sont problématiques pour deux raisons. D'abord, c'est la direction de l'activité traduisante et non l'identité des étudiants qui distingue les deux courants. Chaque courant focalise les défis linguistiques et culturels auxquels sont confrontés les traducteurs et chacun vise l'acquisition des compétences et des stratégies requises pour traduire dans une langue particulière. Il est donc à la fois plus transparent et plus juste de nommer les courants selon la direction de l'activité. Ensuite, en raison de l'évolution démographique à Glendon, à Toronto et dans l'ensemble du Canada, un nombre croissant des personnes qui ont les compétences linguistiques poussées requises pour traduire VERS l'une ou l'autre des deux langues officielles du pays sont, en fait, locuteurs natifs de langues autres que l'anglais ou le français. Bon nombre de ces personnes ne s'auto-identifient pas comme « anglophones » ou « francophones ».
- 2. Admission à la spécialisation en traduction en première année d'études universitaires :** Un certain nombre de programmes en traduction au Canada admettent les étudiants directement en première année, ce qui leur permet de recruter dans les écoles secondaires et d'orienter ces étudiants vers certains cours de langue. L'École de traduction à Glendon n'a pas accès à cette population puisqu'elle n'admet que les candidats qui ont terminé 24 crédits universitaires et réussi à l'examen d'entrée.

L'entrée directe mettra le programme de Traduction de Glendon sur un pied d'égalité avec les autres programmes canadiens et lui aidera à résoudre ses problèmes

durables en matière de recrutement puisque les élèves du secondaire pourront choisir la traduction comme programme d'étude lorsqu'ils soumettent leur demande à Glendon. Ce changement n'implique aucune conséquence majeure sur la structure actuelle du programme et vise deux objectifs : accroître la visibilité des programmes de Traduction afin d'augmenter les inscriptions (priorité énoncée dans notre CPR), et mieux préparer les étudiants de première-année.

Comme la compétence linguistique est primordiale pour les étudiants en traduction, la seule exigence que nous posons pour la première année est la suivante : 6 crédits en FRAN ou FRSL et 6 crédits en EN ou ENSL. À Glendon, les étudiants doivent passer un test de placement en français et en anglais; or ils ne choisissent pas tous de suivre des cours de langue en première année. Par conséquent certains étudiants qui se découvrent un intérêt pour la traduction vers la fin de leur première année d'études sont mal préparés pour l'examen d'entrée. Ainsi l'entrée directe, conjuguée à l'exigence de cours de langue en première année devrait mener à l'un ou l'autre des profils suivants : 1) les étudiants de première année qui sont placés dans un cours à un niveau inférieur à celui exigé pour les cours de spécialisation disposeront d'une année pour parfaire leurs compétences; 2) les étudiants placés dans un cours au niveau exigé pour les cours de spécialisation auront terminé ces cours dès leur première année. Quoi qu'il en soit, nous estimons que les étudiants auront acquis les compétences linguistiques que nous exigeons actuellement.

Le deuxième critère d'admission – réussite à l'examen d'entrée – sera désormais exigé pour passer de la première à la deuxième année. Renommé Examen de spécialisation, il sera administré durant les trimestres d'hiver et d'été et servira à confirmer les compétences des étudiants.

## **Senate “Academic Forgiveness” Policies**

Over the past year, the Senate Academic Standards, Curriculum & Pedagogy Committee has been advancing three separate but related initiatives aimed at enhancing student success for undergraduates at York University. They are as follows:

1. Establishment of the ***Senate Policy and Guidelines on Withdrawn from Course Option (W)***
2. Changes to the ***Senate Policy on Repeating Passed or Failed Courses for Credit***
3. Establishment of the ***Senate Policy on Course Relief***

Following a discussion of the policies at the January meeting of Senate, they are being recommended to Senate for approval at its meeting on 25 February 2016, and appear as Items #10 e, f and g on the Senate agenda.

### **Background and Context**

Each policy is distinct but they are designed to work in tandem to provide undergraduate students enhanced opportunities to complete their degree program. They are not proposed as the panacea to the various and many challenges encountered by students during their studies. No group of policies accomplishes that goal. Similarly, these policies are not intended to capture extreme student circumstances or unique predicaments that do arise in York’s sizeable student body. Faculties retain the ability to respond to those scenarios on an individual basis as appropriate, and Petitions and Appeals committees will of course continue to be an option for students seeking special consideration due to extenuating circumstances.

Motivating the “academic forgiveness” policies are three core objectives:

- Responding to the concrete need for academic support for students while balancing academic standards;
- Furthering the University Academic Plan goal of cultivating student success; and
- Improving the integrity of the University’s student records.

Each of these motivations is briefly described below as context for the proposals.

#### ***Academic Support for Students***

Successive reports to Senate from the Vice-President Academic & Provost have highlighted the ongoing undergraduate retention challenges. While there are several factors contributing to the growing attrition rates, difficulty completing the degree requirements / standards has been highlighted as one of the causes. The steadily increasing number of academic petitions and appeals at the Faculty and Senate levels is seen as evidence of students’ difficulties with their studies and efforts to maintain their



eligibility. ASCP reviews pan-university grades distribution reports which convey the courses in which 30% or more of the grades are below D or the course was dropped. The number of courses with such a profile in recent years is substantial, which is seen as further evidence of students' challenges to successfully complete courses and requirements. A further indication is the decision in the Faculty of Liberal Arts & Professional Studies to re-establish several 90-credit undergraduate programs as exit degrees for a growing cohort of students ineligible to continue in and/or complete an Honours degree. Collectively these indications are a call to improve academic support and accommodation for students. The proposed new and revised legislation is in response to that need.

### ***UAP Goal of Student Success***

Enhancing *student success* was identified as one of three overarching themes of the 2010-2015 University Academic Plan. On one hand it is related to the companion UAP goal of *academic quality*, where strategies are summoned to raise the quality of students who choose to study at York. Equally important and true to York's mission, student success in the context of this Plan embodies access and providing a positive and valuable student experience. The 2014 Strategic Mandate Agreement submitted to the Province further articulates York's commitment to creating and sustaining a culture of student success.

### ***Integrity of the University's Records***

Universities are accountable for the quality and integrity of the degrees they confer. One of the functions of the University Registrar is to maintain the integrity and security of the academic records of students. A university transcript should be a complete copy of a student's academic record at the institution. Petitions for waiver of an academic deadline or regulation are permitted to take into account exceptional circumstances that have negatively affected a student's performance. Increasingly petitions decisions are resulting in alteration of students' enrolment history at the University, such that their transcripts are not reflecting a true and accurate account of their academic record. There is a growing imbalance between the University's enrolment records and students' transcripts. The University Registrar has raised concern about the integrity of the transcripts with Senate ASCP and is advocating action to address it.

### **ASCP Consultation**

Through its Coordinating & Planning Sub-committee, ASCP has facilitated broad and extensive consultation on the policies. Insightful feedback and responses to framing questions have been received from faculty, staff and students through various fora during the past year. The scope of the consultation was as follows:

<b>Group Consulted</b>	<b>Form of Consultation</b>	<b>Date</b>
Associate Deans, Academic Affairs (UG) Faculty Academic Standards committee Chairs Faculty Petitions/Appeals Committee Chairs Senate Appeals Committee Chair	Request for written feedback on new draft policy on <i>Withdrawn from Course Option</i>	February 2015
Associate Deans, Academic Affairs (UG) Faculty Academic Standards committee Chairs Faculty Petitions/Appeals Committee Chairs	Request for written feedback on revisions to the <i>Course Repeat Policy</i>	February 2015
Associate Deans, Academic Affairs (UG) Faculty Academic Standards committee Chairs Faculty Petitions/Appeals Committee Chairs Secretaries, Faculty Petitions Committees Faculty advising staff	In-person consultation meeting	May 2015
Academic Advising Staff across the University	In-person consultation meeting	November 2015
Representatives of the York Federation of Students (YFS) Executive Members of the Student Senator Caucus	In-person consultation meeting	December 2015

At each stage the input from the different groups was taken back, discussed and revisions made to the policies to address substantive issues communicated in the meetings / written submissions.

Additionally, the Committee reviewed and weighed accordingly comparative information to inform policy directions and standards, including;

- policies and practices in place at a broad selection of Canadian universities regarding withdrawn from course options and the use of “W” to denote late course drops on transcripts
- the results of the 2015 comprehensive survey on course repeat practices at universities worldwide (1000 in total) conducted by the *American Association of Collegiate Registrars and Admissions Officers*, with the results from Canadian universities specifically extrapolated for review.

The resultant policies being proposed by ASCP are a product of the Committee’s collaboration and comparative analysis. They embody fairness to students and academic integrity. Most significantly, they are a measured response to the needs of a growing segment of York’s undergraduate student population for improved opportunities to complete their degree programs. To that end, these policies further the UAP goals of

student success and academic quality, and the specific priorities of enhancing the learning environment and enriching the student experience.

### **Policy Implementation**

A common dispatch received from many of the groups consulted was the need for a detailed, well-thought out implementation plan for the new / revised policies. Throughout this initiative the Senate Committee has been working very closely with the Registrar's Office and the Office of the Vice-Provost Academic and all their related departments and staff (including University Information Technology) to identify and list the critical issues and details necessary to implement and deliver the policies. There is commitment from the relevant divisions to deliver the work necessary for the implementation. Academic advisors in the Faculties will play an important role and the Vice-Provost Academic will continue to liaise with this group on this exercise. An essential component of the implementation is a communications plan to inform students, staff and faculty of the new options; the York Federation of Students emphasized, and the Committee heard clearly, this message. The preparation of a comprehensive operational plan will be overseen by ASCP and the University Registrar upon approval of the policies.



February 4, 2016

To Academic Standards, Curriculum and Pedagogy Committee,

Re: Academic Forgiveness Policies

The Office of the University Registrar has been consistently engaged in the development of the Academic Forgiveness Policies currently before Senate.

This confirms that the implementation issues related to this suite of changes have been thoroughly reviewed and are considered feasible. Resource requirements have been assessed and will be assigned with priority such that the policies will be operational by FW 16-17. Further, we foresee enhancements to our ability to readily support these policies as our technology evolves over the four year pilot period.

Regards,

A handwritten signature in blue ink, appearing to read "Carol Altilia".

Carol Altilia  
University Registrar, York University

OFFICE OF THE  
UNIVERSITY  
REGISTRAR

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Fax 416.650.8124

## The Senate Policy and Guidelines on Withdrawn From Course (W) Option

### Policy

The Withdrawn from Course Policy has the following applications:

#### a) Course Withdrawal and Transcript Notation: Student Selection

In the period between the last day to drop a course without receiving a grade and the final day of classes in a term, undergraduate students are permitted to withdraw from a course with the condition that the course enrolment remains on a student's transcript, denoted by a "W" in the University's records and on the student's transcript as the grade decision. No credit value will be retained for the course and no value will be included in the calculation of a student's grade point average (GPA). No refund of tuition fees shall be provided for courses dropped though the late drop option. Courses with this decision recorded will not be considered an attempt<sup>1</sup> in the context of the *Senate Policy on Repeating Passed or Failed Courses for Academic Credit*.

### Exceptions

The late drop option of the *Withdrawn from Course Policy* does not apply for the following:

- Graduate programs
- JD program
- Practica / internships / co-op or other experiential learning placements
- Exchange / Co-registration courses taken at another institution

#### b) *Withdrawn from Course* as a Petition / Appeal Decision

*Withdrawn from Course* shall be a decision available to Faculty Petitions / Appeal Committees and the Senate Appeals Committee for petitions for late withdrawal from a course. When *Withdrawn from Course* is granted by a committee the course(s) in question remains on a student's transcript, denoted by a "W" in the University's records and on the student's transcript as the grade decision. No credit value will be retained for the course and no value will be included in the calculation of a student's grade point average (GPA). No refund of tuition fees shall be provided for courses dropped though the late drop option. Courses with this decision recorded will not be considered an attempt in the context of the *Senate Policy on Repeating Passed or Failed Courses for Academic Credit*.

Standards governing late withdrawal decisions are set out in the Guidelines. They are also included in the Senate Appeals Committee's *Guidelines for the Consideration of Petitions / Appeals by Faculty Committees*.

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<sup>1</sup> "Attempt" is defined as a completed course for which a final grade has been recorded.

## **Guidelines for Granting *Withdrawn from Course***

Consistent with the *Withdrawn from Course Policy*, the option of *Withdrawn from Course* is available to Petitions / Appeals Committee as a decision for a petition / appeal for late withdrawal from a course on the ground of hardship. Decisions to grant *Withdrawn from Course* shall be guided by the following considerations:

- the hardship can reasonably be seen to have caused the student's decision to not drop, or inability to drop the course, before the withdrawal deadline
- hardship includes transition difficulties experienced by students in their first University session
- the hardship is clearly documented
- the petition is filed promptly following the missed withdrawal deadline, "promptly" to be defined by the period affected by the hardship

## **Guidelines for Granting *Removal of a Course from the Transcript***

Removing a course from a transcript represents a significant alteration of a student's academic record. Accordingly it should be granted infrequently only in recognition of exceptional circumstances, or to correct an error. Decisions to grant *Removal of a Course from the Transcript* should be guided by the following circumstances and considerations:

### **(i) Removal on grounds of non-participation in a course**

*Considerations:*

- the instructor confirms that to his/her knowledge the student never attended the course and submitted no assignments
- the student has not previously petitioned on same grounds, or received prior written warning concerning withdrawal deadlines

### **(ii) Removal on grounds that the academic feedback provided before the withdrawal deadline is less than required by the *Senate Policy on Grading Scheme and Feedback***

*Considerations:*

- it is confirmed by the instructor that he/she did not provide the required feedback to the class before the withdrawal deadline (not intended to cover cases where students do not receive feedback as a result of not completing work without extenuating circumstances, attending class or contacting the course director)
- the petition is filed promptly following return of the first piece of graded work by the instructor

### **(iii) Removal on grounds of severe and prolonged hardship**

*Considerations:*

- the severe hardship (e.g., critical illness, overwhelming life circumstances) prevented a student from continuing their participation in a course(s) after the withdrawal deadline
- the hardship is clearly documented

## Policy on Repeating Passed or Failed Courses for Academic Credit

Existing Policy	Proposed Revisions
<p>1. (a) <del>Students are allowed</del> to repeat a passed or a failed course <del>once</del> for academic degree or certificate credit. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.</p> <p>(b) When a student <del>is allowed to</del> repeat a course for academic degree or certificate credit, the second grade will be the grade of record and the only grade calculated in the student's grade point average (Major, Cumulative, Sessional and <del>Overall</del>). A course <del>can</del> be credited only once towards satisfaction of degree or certificate academic credit requirements.</p> <p>(c) The record of <del>both the first and second</del> time the course was taken will appear on the student's transcript, with the <del>first course</del> designated as 'No Credit Retained'.</p> <p>(d) <del>The restrictions regarding repeating a passed or failed course also apply to cross-listed courses and course credit exclusions.</del></p> <p>2. The above items do not apply to graduate degree or diploma programs, the BEd degree programs of the Faculty of Education, or the LLB degree program of Osgoode Hall Law School.</p> <p>3. The above items do not apply to practicum courses offered in the Bachelor of Social Work (BSW) degree program or practicum courses offered in the Bachelor of Science in Nursing (BScN) degree program.</p>	<p>1. (a) Students <b>may</b> repeat a passed or failed course <b>twice</b> for academic degree or certificate credit, <b>for a maximum of three (3) attempts at a course</b>. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.</p> <p>(b) When a student repeats a course for academic degree or certificate credit, <b>the grade of the latest attempt</b> will be the grade of record and the only grade calculated in the student's grade point average (Major, Sessional and Cumulative). A course <b>shall</b> be credited only once towards the satisfaction of degree or certificate academic credit requirements.</p> <p>(c) The record of <b>each attempt</b> will appear on the student's transcript, <b>with the prior attempt(s)</b> designated as 'No Credit Retained'. <b>The grade awarded in the prior attempts will continue to appear on the transcript beside the NCR designation but will not be included in the calculation of the student's grade point average.</b></p> <p>(d) Cross-listed courses and course credit exclusions <b>count as a course repeat and are subject to (c) above.</b></p> <p><b>(e) Students who have been conferred a degree may repeat courses counted towards their degree thereafter as a Non-Degree Student. Such courses will have no impact on the student's completed degree program or the grade point average on record.</b></p> <p>2. The above items do not apply to graduate degree or diploma programs, the BEd degree program in the Faculty of Education, or the <b>JD</b> degree program in the Osgoode Hall Law School.</p> <p>3. The above items do not apply to practicum courses offered in the Bachelor of Social Work (BSW) degree program or practicum courses in the Bachelor of Science in Nursing (BScN) degree program.</p>

## Policy on Repeating Passed or Failed Courses for Academic Credit

(As Revised)

1. (a) Students may repeat<sup>1</sup> a passed or failed course twice for academic degree or certificate credit, for a maximum of three (3) attempts<sup>2</sup> at a course. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.
  - (b) When a student repeats a course for academic degree or certificate credit, the grade of the latest attempt will be the grade of record and the only grade calculated in the student's grade point average (Major, Sessional and Cumulative). A course shall be credited only once towards the satisfaction of degree or certificate academic credit requirements.
  - (c) The record of each attempt will appear on the student's transcript, with the prior attempt(s) designated as 'No Credit Retained'. The grade awarded in the prior attempts will continue to appear on the transcript beside the NCR designation but will not be included in the calculation of the student's grade point average.
  - (d) Cross-listed courses and course credit exclusions count as a course repeat and are subject to (c) above.
  - (e) Students who have been conferred a degree may repeat courses counted towards their degree thereafter as a Non-Degree Student. Such courses will have no impact on the student's completed degree program or the grade point average on record.
2. The above items do not apply to graduate degree or diploma programs, the BEd degree program in the Faculty of Education, or the JD degree program in the Osgoode Hall Law School.
3. The above items do not apply to practicum courses offered in the Bachelor of Social Work (BSW) degree program or practicum courses in the Bachelor of Science in Nursing (BScN) degree program.

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<sup>1</sup> In the context of this policy, "repeat" is defined as a subsequent enrolment in the course.

<sup>2</sup> "Attempt" is defined as a completed course for which a final grade has been recorded.



## Course Relief Policy

### Policy

In order to support student success, eligible undergraduate students who transfer program majors or degree programs may opt to exclude courses completed toward the prior major requirements from their Overall Cumulative GPA (OCGPA) and credit accumulation for their new program of study.

### Regulations

The Course Relief Policy applies as follows:

- a. The policy is only applicable to:
  - i. continuing students who have completed fewer than 84 earned credits, who meet the eligibility requirements for the new program
  - ii. students returning from a Required Withdrawal or Debarment who meet the eligibility requirements for the new program and whose request for a program change has been approved by the new program.
- b. Course Relief is available to a student once. Petitions for subsequent applications are not permitted.
- c. Courses eligible to exclude from the OCGPA are all subject courses taken previously that will not count as major credits in the new degree program. Students are permitted to select former Major courses to be counted as elective credits toward the new degree program.
- d. A record of all completed courses and grades awarded remain on a student's transcript; courses that are excluded from a student's OCGPA under this relief policy are denoted as such on the transcript.

The Course Relief Policy does not apply to the following:

- General Education and elective courses completed in the first Major program
- Second or subsequent program changes
- Course(s) in which a penalty for a breach of academic honesty has been imposed
- Students pursuing second or subsequent degrees

Students must confirm their eligibility for the Course Relief Policy. It is the responsibility of students to be informed of the degree requirements for their new program.

## Major Modifications to Urban Ecologies certificate

### Faculty of Environmental Studies

1. **Program:** Urban Ecologies Certificate
2. **Degree Designation:** BES Honours
3. **Type of Modification:** change to program requirements and content
4. **Effective Date:** Fall 2016
5. **General description of the proposed changes to the program**

The Urban Ecologies (UE) certificate in the Faculty of Environmental Studies has been revised after freezing admission to the certificate in 2015. The current UE certificate was designed around eight compulsory courses, totaling 24 credits. The proposed UE certificate is organized around the combination of four required courses (12 credits) and four elective courses (12 credits). All of the current courses are offered (either through core or electives) except for one course ENVS 4700 Urban Ecologies Workshop which will be retired. The material from 4700 will be integrated throughout the four required courses for the certificate where possible.

The revised certificate is designed to engage students in various themes related to urban ecological conditions that produce new and emerging habitats. The certificate continues to focus on the biophysical, social, cultural and political dimensions of ecological change and the specific circumstances of evolving ecological systems in cities. It is based on an interdisciplinary approach combining both theoretical and applied studies.

#### 6. Provide the rationale for the proposed changes.

Although courses within the current UE program attracted full (and often beyond capacity) enrolment in each individual courses, few students opted to complete the entire course sequence and receiving the actual certificate. The revised certificate offers students more flexibility in selecting courses that respond to their specific interests. Some students reported challenges when undertaking the two spring/summer courses required for the current program. While there was a high degree of satisfaction with the 3- or 4-weeks intensive courses, they also posed a challenge for students who need to use the summer for livelihood and other important responsibilities.

#### 7. Comment on the alignment between the program changes with Faculty and/or University academic plans.

The proposed changes align wholly with the academic plans for FES and York University. The UE certificate corresponds with themes of academic quality, student success and engagement and outreach that are articulated through the *York University Academic Plan 2010-2015*. The proposed changes respond to some of the priority areas identified in this plan. For instance, in the area of “Enhancing Teaching and Learning”, the UE certificate expands experiential learning opportunities through problem-based learning with an emphasis on field studies and community partnerships. In the area of “Enriching the Student Experience”, the UE certificate helps create communities within and beyond the University by assembling students with common interests and connecting them with people beyond York who share these interests. And in the area of “Building Community and Extending our Global Reach”, the UE certificate enables community engagement and through collaboration and outreach activities with external groups active in the certificate’s core themes.

The Urban Ecology certificate also corresponds with the FES Strategic Research Plan 2009-2014, the vision statement of which is: “FES researchers are committed to carrying out interdisciplinary, innovative and collaborative research that promotes socially and ecologically equitable and sustainable environments in and beyond the university”.

**8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).**

The changes to the certificate learning objectives reflect a deeper emphasis on wildlife and plant communities in urban settings. The learning objectives have been streamlined from nine broad objectives to four objectives that focus more directly on ecological dimensions of urban settings.

The learning objectives of the current UE certificate are to develop:

- i) comprehensive knowledge of ecological issues and debates in urban settings;
- ii) knowledge of the biophysical dimensions of urban ecological systems;
- iii) broad understanding of urban development processes as they relate to ecological concerns;
- iv) appreciation of how political, social and cultural dynamics intermingle with ecological form and processes in urban settings;
- v) theoretical and applied familiarity with a variety of approaches to urban ecological planning and design, such as ecological restoration and landscape ecology;
- vi) awareness of diverse circumstances and interpretations of ecology and ecological action in Toronto;
- vii) strong critical research, analytical and writing skills;
- viii) strong individual and collaborative research skills; and
- ix) the ability to formulate creative responses to urban ecological planning and design challenges.

The revised UE certificate will provide students the depth and knowledge required to achieve following learning outcomes that will prepare them for the workforce.

- i) comprehensive knowledge of ecological issues in urban settings;
- ii) knowledge of the biophysical, cultural and political processes that form wildlife and plant habitat in cities;
- iii) theoretical and applied familiarity with a variety of approaches to urban ecological planning and design, such as political ecology, landscape ecology, ecological restoration and conservation science; and
- iv) formulate creative responses to urban ecological planning and design challenges.

See **Appendix2B** for UE certificate program learning outcomes.

**9. Summary of the consultation undertaken with relevant academic units**

The stimulus for reorganizing the UE certificate was generated during the winter 2015 FES Faculty retreat. At this time, restructuring the UE certificate around habitat and wildlife themes in urban areas was expressed as a desirable change and a commitment was affirmed to explore these changes. The desire expressed at this time was to build on existing strengths within the Faculty while offering a critical interdisciplinary 24-credit program for students in their third and fourth years of undergraduate study. An important motivation to reorient the certificate is to improve the ability of students to successfully complete the certificate while retaining its rigour and distinct focus. Discussion during the retreat constitutes an important consultation forum within FES. During the spring/summer term 2015 a draft proposal for changes to the UE certificate was circulated within FES for comments and suggestions.

These suggestions are reflected in the proposed changes to the certificate, which do not affect other academic units at York University. For external communications see **Appendix 1B**.

#### **10. Changes to the program's admission requirements**

There is one change to the admission requirements for the UE certificate. Students must complete ENV5 2009 Quantitative methods in Environmental Studies or equivalent in second year, prior to submission of their application for admission. This was not a previous requirement. All other admissions requirements remain unchanged. Admission to the certificate program will be based on a minimum grade point average of 5.0 (C+) or in accordance with the honours progression requirement. To be awarded the certificate, students must achieve both a cumulative grade point average of 5.0 (C+) for their degree program and a minimum grade of C+ in each UE certificate course in order to graduate with the certificate. At least 12 credits of the UE courses that satisfy the certificate requirements must be in addition for those used to satisfy requirements of an undergraduate degree being completed concurrently.

#### **11. Resource implications and how they are being addressed**

There are no resource implications associated with the proposed changes to the UE certificate. Even if there is significant uptake the certificate is supported by existing courses so the resource needs should not change.

#### **12. Changes to mode of delivery of the program**

The proposed changes to the UE certificate do not entail any changes to the mode of program delivery.

#### **13. Assessment of teaching and learning within the program**

The proposed changes do not affect the assessment of teaching and learning within the UE certificate.

#### **14. Summary of how students currently enrolled in the program will be accommodated.**

Students who are currently enrolled in the certificate program and returning students will have the options to either complete the certificate with the current certificate requirements or opt for the new option being proposed. Where required courses may no longer be available, students will consult with the UE Certificate Coordinator for suitable course substitute to fulfill certificate requirements. Grandparenting arrangements for current students in the Program: Continuing students who are currently enrolled in the program and returning students will be permitted to complete their existing degree and program of study under the grandparenting rules. The Faculty of Environmental Studies is committed to ensuring minimum disruption to students through adherence to grandparenting principles. The grandparenting rules will be in effect until Fall 2020 with February 2021 convocation being the final date. Students who have not completed the requirements of their grandparented program by the end of the Fall 2020 session will be required to follow the program new requirements. Accordingly, new students being admitted in Fall 2016-2017 session will be following new program requirements. At the course level, grandparenting rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented.

#### **15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.**

Current	Proposed
<p>The Urban Ecologies (UE) Certificate is an interdisciplinary program designed to help you learn how the many conflicts between the natural and urban environments emerge, are represented and can be addressed. The certificate program emphasizes urban ecologies as an innovative and interactive approach to critically study <del>the social and biophysical configuration</del> of urban landscapes, places, sites and ecologies.</p> <p>Through this certificate, you will develop theoretical and practical knowledge to help address complex contemporary urban environmental challenges through thoughtful planning, design and ecological action.</p> <p><b>Core Courses (24 credits)</b>  <del>ENVS 3226 Sustainable Urbanism</del>  ENVS 3230 Restoration Ecology  <del>ENVS 3710 Landscape Ecology</del>  ENVS 3740 Urban Ecology  <del>ENVS 3760 Plant Ecology</del>  <del>ENVS 4225 Urban Sustainability</del>  <del>ENVS 4700 Urban Ecologies Workshop</del>  ENVS 4750 Political Ecology of Landscapes</p> <p><b>Other Requirements</b>  To be awarded certificate, students must: Maintain a minimum grade of 5.0 (C+) in each course credited to the Certificate; Maintain Honours standing in their degree program; Maintain an Overall Cumulative Grade Point Average (OCGPA) of 5.0 (C+)</p> <p><b>Note:</b> <del>BES students pursuing the Urban Ecologies Certificate are not required to enrol in ENVS 4000 6.0, regardless of Area of Concentration.</del></p>	<p>The Urban Ecologies (UE) Certificate is an interdisciplinary program designed to help you learn how the many conflicts between the natural and urban environments emerge, are represented and can be addressed. The certificate program emphasizes urban ecologies as an innovative and interactive approach to critically study the biophysical and social configurations of urban landscapes, places, sites and ecologies.</p> <p>Through this certificate, you will develop theoretical and practical knowledge to help address complex contemporary urban environmental challenges through thoughtful planning, design and ecological action.</p> <p><b>Core Courses (12 credits)</b>  ENVS 3402 Ecology &amp; conservation science  ENVS 3230 Restoration Ecology  ENVS 3740 Urban Ecology  ENVS 4750 Political ecology of landscapes</p> <p><b>Electives (12 credits)</b></p> <p>ENVS 3401 Science of pollution  ENVS 3150 Human animal studies  ENVS 3160 Race, racism and environmental justice  ENVS 3226 Sustainable urbanism  ENVS 3710 Landscape ecology  ENVS 3760 Plant ecology  ENVS 3891 The nature of cities  ENVS 4225 Urban sustainability  ENVS 4230 Design for sustainability in the built environment</p> <p><b>Other Requirements</b>  <b>Admissions Requirement: Students seeking entry to the certificate program must complete ES/ENVS 2009 3.0 or equivalent in second year and prior to completion of 45-60 credits of their undergraduate program.</b></p> <p>To graduate with the certificate, students must satisfy Honours degree and program requirements including a minimum 5.00 cumulative grade point average and a minimum grade of (C+) in each course credited to the certificate.</p>

**Appendix1B.** Consultations summary

<b>Dept/Contact</b>	<b>Communication</b>	<b>Response</b>
History Dept: William Wicken" <a href="mailto:wwicken@yorku.ca">wwicken@yorku.ca</a> UPD	We are revising an undergraduate certificate, Urban Ecologies (attached). In the certificate we list the course we have cross-listed with History, HIST/ENVS 3891 <i>The Nature of Cities: The History of Urban Environments in North America</i> as an elective.	<b>Approved Oct 26, 2015</b>

Appendix 2B. UE certificate program learning outcomes

<b>Program (UE) learning outcomes</b>		<b>1. knowledge of ecological issues in urban settings</b>	<b>2. knowledge of the biophysical, cultural and political processes that form wildlife and plant habitat in cities</b>	<b>3. apply theory and practice using a variety of approaches to urban ecological planning and design</b>	<b>4. formulate creative responses to urban ecological planning and design challenges</b>
	<b>Course Learning outcomes (as articulated by the Course Director.)</b>				
<b>Core</b>	-				
<b>3402 Ecology and Conservation Science</b>	The ability to: 1) apply ecological concepts to conservation issues; 2) demonstrate an understanding of current key conservation issues; 3) insightfully contribute to discussions on the subjects of ecology and conservation; 4) navigate the scientific literature; 5) synthesize information from journal articles through both oral presentation and written assignments.	LO1. Concepts <u>introduced</u> (demonstrate an understanding of current key conservation issue; navigate the scientific literature)	LO2. Concepts <u>introduced</u> (demonstrate an understanding of key conservation issues)	LO3_Concepts <u>introduced</u> (apply ecological concepts to conservation issues; demonstrate an understanding of current key conservation issues navigate the scientific literature).	LO4 Concepts <u>introduced</u> (navigate the scientific literature; synthesize information from journal articles through both oral presentation and written assignments).
<b>3740 Urban Ecology</b>	1. to have knowledge of biodiversity and its significance to urban landscapes; 2. To understand fundamentals of urbanization and the scalar impact on natural landscapes; 3. to synthesize concepts relevant in urban ecology shaped by building, landscape, and stochastic environmental change; 4. to evaluate ecological design objectively and convey its implications for social, ecological, and economic frameworks in urban areas; 5. to communicate and	L01 Concepts <u>introduced</u> (to gain knowledge of biodiversity and its significance to urban landscapes; to understand fundamentals of urbanization and the scalar impact on natural landscapes;	L02. Concepts <u>reinforced</u> (evaluate ecological design objectively and convey its implications for social, ecological, and economic)	L03 Concepts <u>reinforced</u> (synthesize concepts relevant in urban ecology shaped by building, landscape, and stochastic environmental change)	L04 Concepts <u>Introduced</u> (communicate and problem solve with ecologists for collaboration on urban issues)

	problem solve with ecologists for collaboration on urban issues.	evaluate ecological design objectively and convey its implications for social, ecological, and economic frameworks in urban areas)			
<b>4750 Political ecology of landscapes</b>	the ability to: 1) understand, discuss and explain the fundamentals of political ecology; 2) apply a political ecological approach to the study of landscapes and environments; 3) recognize and analyze political and ecological interconnections in the production of landscape; 4)critically assess unequal power relations in a landscape; 5) apply and integrate theory to practice		L02 Concepts <u>mastered</u> (critically assess unequal power relations in a landscape; recognize and analyze political and ecological interconnections in the production of landscape)	LL03 concepts <u>reinforced</u> (understand, discuss and explain the fundamentals of political ecology; apply a political ecological approach to the study of landscapes and environments)	LO4 Concepts <u>reinforced</u> (apply and integrate theory to practice)
<b>3230 Restoration Ecology</b>	1) Knowledge of both the theory and practice of ecological restoration; 2) how ecological restoration links to ecological conservation policy, planning and implementation in Ontario; 3) have critical analytical skills relating to ecological restoration	LO1. Concepts <u>mastered</u> (how ecological restoration links to ecological conservation policy, planning and implementation in Ontario)	LO2. concepts <u>reinforced</u> (Knowledge of both the theory and practice of ecological restoration)	LO3 Concepts <u>reinforced</u> (knowledge of both the theory and practice of ecological restoration; have critical analytical skills relating to ecological restoration)	LO1. Concepts <u>reinforced</u> (knowledge of how ecological restoration links to ecological conservation policy, planning and implementation in Ontario)
<b>Electives</b>					



<b>3160 Race Racism and Environmenta I Justice</b>	Define and apply the core concepts of environmental justice and environmental racism; • Demonstrate an understanding of ways that ‘race’ and racism shape environments; • Identify and explain examples of environmental racism in Canada; • Demonstrate critical reflection on how environmental justice is relevant to them, in the places in which they live, work and play			LO3 concepts <u>reinforced</u> (define and apply the core concepts of environmental justice and environmental racism; demonstrate an understanding of ways that ‘race’ and racism shape environment; identify and explain examples of environmental racism in Canada)	LO4 concepts <u>reinforced</u> (demonstrate critical reflection on how environmental justice is relevant to them, in the places in which they live, work and play)
<b>3150 Human/non-human animal relations</b>	1) Discuss the historical and philosophical constructions of animal categories, uses and relationships, and to engage critically with these theoretical frameworks; 2) Communicate their research and ideas in a scholarly fashion, in writing and through oral presentations; 3) Work effectively with their peers in a group setting on a project directly related to human/non-human animal relations; 4) Articulate and defend their own position with regard to the ethical, political and ecological issues surrounding human/non-human animal relations, both locally and in a global context.			LO3 concepts <u>reinforced</u> (discuss the historical and philosophical constructions of animal categories, uses and relationships, and to engage critically with these theoretical frameworks)	LO4 concepts <u>reinforced</u> (communicate their research and ideas in a scholarly fashion, in writing and through oral presentations; work effectively with their peers in a group setting on a project directly related to human/non-human animal relations; articulate and defend their own position with regard to the ethical, political and ecological issues surrounding

					human/non-human animal relations, both locally and in a global context)
<b>3226 Sustainable urbanism</b>	1) The ability to critically examine the theoretical and conceptual dimensions of sustainable urbanism; 2) The capacity to integrate knowledge of economic, social and ecological systems into planning, as these systems relate to urban sustainability; 3) The skill to critically assess the relationship between ecological and social systems in a variety of contexts over a range of spatial, temporal and institutional scales; 4) The proficiency in developing and articulating an understanding of how ecological, social and environmental issues relate to sustainable urbanism; 5) The ability to clearly communicate ideas, observations and critical analysis of sustainable urbanism through seminar presentations and discussions		L02 concepts <u>reinforced</u> (the skill to critically assess the relationship between ecological and social systems in a variety of contexts over a range of spatial, temporal and institutional scales; the capacity to integrate knowledge of economic, social and ecological systems into planning, as these systems relate to urban sustainability)	L03 concepts <u>reinforced</u> (the proficiency in developing and articulating an understanding of how ecological, social and environmental issues relate to sustainable urbanism; the ability to critically examine the theoretical and conceptual dimensions of sustainable urbanism)	L04 concepts <u>reinforced</u> (clearly communicate ideas, observations and critical analysis of sustainable urbanism through seminar presentations and discussions)
<b>3401 Science and Pollution</b>	1) Knowledge of major pollutants found in soil, air, and water: their sources, fate and ecological impacts; 2) Knowledge of major environmental issues including contaminants, eutrophication, climate change, air pollution; an understanding of monitoring and why it is used; 3) Fundamentals of pollution control	L01 concepts <u>reinforced</u> (knowledge of major pollutants found in soil, air, and water: their sources, fate and ecological impacts; knowledge of major environmental		L03 concepts <u>reinforced</u> (knowledge of major pollutants found in soil, air, and water: their sources, fate and ecological impacts; knowledge of major environmental issues including	

		issues including contaminants, eutrophication, climate change, air pollution; an understanding of monitoring and why it is used; fundamentals of pollution control)		contaminants, eutrophication, climate change, air pollution; an understanding of monitoring and why it is used; fundamentals of pollution control)	
<b>3710 Landscape ecology</b>	1) the capacity to assess landscapes by the principles of landscape ecology; 2) the ability to apply relevant techniques used in landscape ecology ; 3) the skill to critically analyze, compare and contrast relevant landscape ecology case studies; 4) the ability to demonstrate skill in discussion and presentation of the application of landscape ecological theory to sample landscape ecosystems.			L03 concepts <u>reinforced</u> (assess landscapes by the principles of landscape ecology; the ability to apply relevant techniques used in landscape ecology; the skill to critically analyze, compare and contrast relevant landscape ecology case studies)	L04 concepts <u>reinforced</u> (demonstrate skill in discussion and presentation of the application of landscape ecological theory to sample landscape ecosystems)
<b>3760 Plant ecology</b>	1) the skills of basic plant identification; 2) an understanding of Ontario native plants; 3) an understanding of the threats to native plants and ecosystems in Ontario.		L02 concepts <u>reinforced</u> (the skills of basic plant identification; an understanding of Ontario native plants; an understanding of the threats to native plants and ecosystems in Ontario)		

<b>3891 The nature of cities</b>	1) understand the relationships between nature and cities and their respective transformations; 2) articulate the foundations of environmental history as it relates to urban environments	L01 concepts <u>reinforced</u> (understand the relationships between nature and cities and their respective transformations; articulate the foundations of environmental history as it relates to urban environments)			
<b>4225 Urban Sustainability</b>	understand: 1) debates on urban sustainability; 2) links between urban sustainability and urbanization; 3) how governmental institutions influence the development of sustainable cities	L01 concepts <u>reinforced</u> (understand debates on urban sustainability; links between urban sustainability and urbanization; how governmental institutions influence the development of sustainable cities)			
<b>4230 Design for sustainability</b>	develop skills on the use of design methodologies and design tools; learn how a design characte is implemented; be familiar with ideas and practices of sustainable buildings			LO3 concepts <u>reinforced</u> (be familiar with ideas and practices of sustainable buildings)	LO4 concepts <u>reinforced</u> (develop skills on the use of design methodologies and design tools; learn how a design characte is implemented)

## Major Modifications Proposal Guidelines – CAP Certificate Program, Faculty of Environmental Studies

1. **Program:** Community Arts Practice Certificate (CAP)
2. **Degree Designation:** Disciplinary certificate
3. **Type of Modification:**
  - a. A change in name of the Certificate
  - b. Changes to the certificate requirements
  - c. An increase in the required GPA for the awarding of the certificate
  - d. De-link the *School of the Arts, Media, Performance & Design* as a co-sponsoring Faculty for the Certificate, housing it solely within the Faculty of Environmental Studies
4. **Effective Date:** FW 2016-17
5. **Provide a general description of the proposed changes to the program.**
  - a. **A name change:** We are proposing to change the certificate name from Community Arts Practice (CAP) to Cultural and Artistic Practices (CAP) *for Environmental and Social Justice*.
  - b. **Changes to the Certificate requirements:**
    - The current iteration of ENVS 4122 (6 credits) *Community Arts Practicum Seminar* will be retired and return as a 3 credit course. Under the revised program CAP students will be required to take ENVS 4001 (3 credits) Placement Program and then 4122 3.0 course (see the new course proposal 4122 3.0 Arts in action: pedagogy, ethics and praxis Appendix 2). To be approved for CAP certification, the placement must have a substantive focus on artistic practise for environmental +/- social justice and students must have the artistic practice courses completed prior to enrolling in ENVS 4001. In addition to the changes to 4122, we will officially delink CAP from the School of the Arts, Media, Performance & Design and removing the cross listing from the core courses: [ES/ENVS 2122 3.00](#) (cross-listed to: [FA/FACS 2122 3.00](#)); [ES/ENVS 3122 3.00](#) (cross-listed to: [FA/FACS 3122 3.00](#)); [ES/ENVS 4122 6.00](#) (cross-listed to: [FA/FACS 4122 6.00](#)).
    - **Changes to the elective lists:** We have updated and simplified the list of suggested electives. Instead of having to take 3 credits from each of 4 categories (Community and popular education; Introductory or advanced studio courses in an artistic discipline; Advanced community-related artistic practice; Critical social analysis), students will now be required to take 12 credits of electives: six credits in a consolidated Arts Practice, three credits from Community and popular education and three credits in Critical social analysis (Side by side Calendar).
  - c. **Change GPA average from C to C+ for courses applied to the certificate.** All other certificates in the BES program require at least 5.0 (C+) average, therefore this change standardizes requirements.
6. **Provide the rationale for the proposed changes.**
  - a. **Name Change.** We are proposing to change the name from Community Arts Practice (CAP) to Cultural and Artistic Practices (CAP) for Environmental and Social Justice. The name change better reflects the focus of the certificate. The new name helps us keep the CAP acronym which has

developed a strong reputation over the past decade (with name recognition in the arts community and strong social capital), but more accurately reflects the focus of the certificate. It also explicitly names environmental and social justice in the tagline.

## b. Changes to Certificate Requirements

### *Core courses changes*

<b>Existing Certificate</b>	<b>Proposed Certificate</b>
ES/ENVS 2122 3.00 (cross-listed to: FA/FACS 2122 3.00)Community Arts for Social Change	ES/ENVS 2122 3.0 Community Arts for Social Change.
ES/ENVS 3122 3.00 (cross-listed to: FA/FACS 3122 3.00)Community and Environmental Arts Workshop	ES/ENVS 3122 3.0 Community and Environmental Arts Workshop
ES/ENVS 4122 6.00 (cross-listed to: FA/FACS 4122 6.00)Community Arts Practicum Seminar	ES/ENVS 4122 3.0 Arts in action: pedagogy, ethics and praxis* see <b>(Appendix 2)</b>
	ENVS 4001 3.0 Placement program (must have a focus on Artistic Practice for Environmental +/- Social Justice and do placement either prior to or concurrently with ENVS 4122). Students who enroll in ENVS 4001 must have first taken two artistic practice courses.

The changes to 4122 were motivated by a number of factors related to ongoing changes to the BES curriculum. When the ES Placement Program (4001) was launched a few years back, it became clear that there were some redundancies in running 4122 as a Practicum course and resources could be better consolidated by CAP students enrolling in 4001. However, the feedback we got from CAP students was that it was still important for students to come together to synthesize, problem solve and theorize what they were learning in the field. As a result, we redesigned 4122 as a half year capstone course, where students could reflect on their field based learning and wrestle with the practical and pedagogical issues of what it means to put arts into action in community based settings to address environmental and social justice concerns. In changing the name, and shifting the focus of 4122, we also hope to welcome and include a broader range of students from across campus (who may not already be CAP students). CAP students engaged in a practicum will have an opportunity to reflect on their experiences through 4122 assignments, while non-CAP students enroll in 4122 (who have the prerequisite) will have alternate assignments. In addition to the structural changes to 4122, 2122 remains a pre-requisite have but 3122 was removed. In the proposed model, students can take 3122, 4001 and 4122 in either their third or fourth year, which will hopefully translate into more students in CAP. Students who enroll in ENVS 4001 must have first completed their artistic practice courses as community members who host placements expect students to have this focus.

*Elective Credits* - We have updated, consolidated and simplified the list of suggested electives. We did so for a number of reasons.

- i. Course offerings across campus have changed and we needed our list to reflect these changes.
- ii. The School of the Arts, Media, Performance & Design is no longer a co-sponsor for the CAP program and many fine arts courses that were previously listed were proving difficult for students to get into. In order to provide students more flexibility, we created one category for (6 credits) of Artistic practice courses and included more FES offerings in the list. We have also confirmed that the courses on the electives list are eligible to non-majors.

- iii. We found that there was considerable overlap in practice between courses that were fulfilling the artistic practice and advanced artistic practice requirements. To offer students more flexibility to pursue their interests and find courses that met their needs, we merged these two categories (6 credits). There are now 3 elective categories: environmental and community education; critical social analysis and artistic practice.

c. **Students in CAP must achieve a GPA of 5.0 (C+)** for courses applied to the certificate. This change standardizes requirements across certificates in the faculty.

**7. Comment on the alignment between the program changes with Faculty and/or University academic plans.**

The changes proposed are largely structural rather than substantive.

We believe students in the CAP certificate receive exemplary academic quality training. CAP is an example of interdisciplinary modes of teaching and learning that emphasizes community engagement and outreach in all aspects of the program. Over the years, CAP students have worked with dozens of community-based and artistic organization on various projects related to using the arts for environmental and social justice. All CAP courses have an element of applied or problem-based learning and engage in critical praxis.

8. **Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes)** (see Appendix 4).
9. **Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

We consulted widely within FES and received support for these changes.

Many of these changes were informed by the *School of the Arts, Media, Performance & Design* (formerly the Faculty of Fine Arts) as they are no longer being in a position to co-sponsor CAP. As a result, FES has decided to host the certificate on its own. However, the certificate is still listing some Courses in the *School of the Arts, Media, Performance & Design* and we have contacted each department regarding the listing of individual courses (see table, Appendix 1).

10. **Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.**

N/A

11. **Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.**

This is an existing certificate. The change to ENVS 4122 (see item 12) means that there will be a better use of resources by merging the practicum aspect of 4122 with an existing ENVS 4001 3.0 placement course.

12. **Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.**

There are two minor modifications of delivery: 4122 and requirements for 4001. The course will be delivered in two parts (ENVS 4001 3.0 Placement; ENVS 4122 3.0) rather than one 6 credit course, hence the change from a 6.0 credit course to a 3.0 credit course. Students who have completed their artistic practice courses, will do a practicum in ENVS 4001 3.0 for a placement with a community arts organization and will do the reflection the following semester in ENVS 4122 3.0; or the courses can be done concurrently.

**13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.**

N/A

**14. Provide a summary of how students currently enrolled in the program will be accommodated.**

Students who are currently enrolled in the certificate program and returning students will have the options to either complete the certificate with the current certificate requirements or opt for the new option being proposed. Where required courses may no longer be available, students will consult with the CAP Certificate Coordinator for suitable course substitute to fulfill certificate requirements. **Grand-parenting arrangements for current students in the Program:** Continuing students who are currently enrolled in the certificate program and returning students will be permitted to complete their existing program of study under the grandparenting rules. The Faculty of Environmental Studies is committed to ensuring minimum disruption to students through adherence to grandparenting principles. The grandparenting rules will be in effect until Fall 2020 with February 2021 convocation being the final date. Students who have not completed the requirements of their grandparented program by the end of the Fall 2020 session will be required to follow the program new requirements. Accordingly, new students being admitted in Fall 2016-2017 session will be following new program requirements. At the course level, grandparenting rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented.

**15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.**

**Side by side calendar description CAP**

Current CAP	Proposed CAP
<p><del>Community Arts Practice Certificate (CAP)</del>  <del>Offered by the Faculty of Fine Arts and the Faculty of Environmental Studies.</del></p> <p><del>The Certificate in (CAP) may be completed either as a direct entry or concurrently with a degree program at York University (a three-year degree or an Honours degree) or completely separate from an active degree program.</del></p> <p>The certificate prepares students to collaborate with communities to make art of all forms, to express diverse identities, to explore and take action on social and environmental issues.</p>	<p><b>Certificate in Cultural and Artistic Practices (CAP) for Environmental and Social Justice.</b></p> <p><b>The CAP Certificate is offered by the Faculty of Environmental Studies.</b></p> <p>The Certificate in Cultural and Artistic Practices (CAP) for Environmental and Social Justice may be completed either as a direct-entry or concurrently with and undergraduate degree program at York University (a <b>90-credit</b> or an Honours degree).</p> <p>The certificate prepares students to collaborate with communities to make art of all forms, to express diverse identities, to explore and take action on social and environmental justice issues.</p>



Students develop artistic skills, deepen their social analysis and learn to facilitate creative processes with groups working for social change.

### Requirements for the Community Arts Practice (CAP) Certificate

#### 12 credits of core courses:

- [ES/ENVS 2122 3.00](#) (cross-listed to: [FA/FACS 2122 3.00](#))
- [ES/ENVS 3122 3.00](#) (cross-listed to: [FA/FACS 3122 3.00](#))
- [ES/ENVS 4122 6.00](#) (cross-listed to: [FA/FACS 4122 6.00](#))

#### 12 credits of electives:

select at least one course from each of the following categories:

#### Community and Popular Education

~~ENVS 3125 3.0: Popular Education for Environmental and Social Justice~~  
~~THEA 4200 6.0: Perspectives on Contemporary Theatre~~  
~~THEA 4440 6.0: Drama and Education~~  
~~VISA 3001B 3.0: Artist as Activist and Educator~~  

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~~YSDN 3104 3.0: Design for Public Awareness~~

#### Introductory or Advanced Studio Courses in an Artistic Discipline

~~DANC 2501 3.0: Introduction to Dance Studio I~~  
~~ENVS 1800 6.0: Environmental Writing~~  
~~ENVS 4100 3.0: Environmental Literatures~~  
~~FACS 1939 3.0: Interactive New Media Art: An Introduction~~  
~~FACS 2930 6.0: The Electronic Landscape~~  
~~FILM 1001 3.0: Making Movies~~  
~~FILM 2030 6.0: Film Production for non-Majors: The New Realism~~  
~~FILM 3002 6.0: Documentary Project Workshop I~~  
~~MUSI 1000 6.0: Workshop in Musicianship I~~  
~~MUSI 1011 3.0: Non-Major Strings~~  
~~MUSI 1012 3.0: Non-Major Guitar~~  
~~MUSI 1014 3.0: Singing for Non-Majors~~  
~~MUSI 1043 3.0: West African Drum Ensemble: Ghanaian~~  
~~MUSI 1556 3.0: Gospel Choir~~  
~~THEA 1520 3.0: Acting for Non-Majors~~  
~~THEA 1521 3.0: Acting for Non-Majors II~~  
~~THEA 2060 3.0: Voice & speech I~~  
~~THEA 2061 3.0: Voice & speech II~~  
~~VISA 2053 3.0: Time-Based Art: Crossing Boundaries~~  
~~VISA 2055 3.0: Time-Based Art: Performance Art~~

Students develop **cultural** and artistic skills, deepen their social analysis and learn to facilitate creative processes with groups working for social change.

### Requirements for the Community Arts Practice (CAP) Certificate

#### 12 credits of core courses:

- [ES/ENVS 2122 3.00](#)
- [ES/ENVS 3122 3.00](#)
- ES/ENVS 4001 3.0
- [ES/ENVS 4122 3.00](#)

#### 12 credits of electives:

select at least three courses (or their equivalents) from each of the following three categories:

#### Community and environmental education (3 credits):

~~ENVS 3125 3.0~~  
~~Popular Education for Environmental and Social Justice~~

~~ENVS3140 3.0~~  
~~Environmental Education~~

~~THEA 4440 6.0~~  
~~Drama and Education~~

~~MUSI 1081/2081 3.0~~  
~~Piano Literature & Pedagogy~~

~~VISA 3001B 3.0~~  
~~Artist as Activist and Educator~~

#### Critical Social Analysis (3 credits)

~~ENVS 1900 6.0~~  
~~Uncovering the Body: Interdisciplinary Perspectives~~

~~ENVS 2000 6.0~~  
~~Foundations of Environmental Justice and the arts~~

~~ENVS 3740~~  
~~Urban Ecologies~~

~~ENVS 3230~~  
~~Restoration Ecology~~

~~ENVS 3160 3.0~~  
~~Race/Racism and Environmental Justice~~

~~ENVS 3320 3.0~~  
~~Sex, Gender, Nature: Eco-feminist Perspectives~~

<p>and Everyday Life  <del>VISA 2056 3.0: Time-Based Art: Introduction to Video Production</del>  <del>VISA 2070 3.0: Print Media: Lithography</del>  <del>VISA 2071 3.0: Print Media: Intaglio</del>  <del>VISA 2073 3.0: Print Media: Relief</del>  <del>VISA 2074 3.0: Print Media: Screenprinting</del>  <del>VISA 2033 3.0: Clay Modeling and Plaster Casting</del>  <del>VISA 2065 3.0: Introductory Digital: Camera to Image</del>  <del>VISA 3053 3.0: Community Based Video: Art and Activism</del>  <del>VISA 3022B 3.0: Painting: The Spaces We Live In</del>  <del>VISA 3051 6.0: Time-Based Art: Media Explorations</del>  <del>YSDN 1001 3.0: Visual Language</del>  <del>YSDN 1002 3.0: Design and Image</del>  <del>YSDN 1010 3.0: Introduction to Design: Practice and Appreciation</del></p> <p><b><del>Advanced Community-Related Artistic Practice</del></b></p> <p><del>DANC 2510 A,D 3.0: Introduction to World Dance Practices</del>  <del>ENVS 4420 3.0: Media, Culture, Communications, and Environment</del>  <del>THEA 4460 6.0: Improvisation and Playmaking</del>  <del>VISA 3053/FILM 3331 6.0: Community Based Video Art and Activism</del>  <del>Critical Social Analysis</del>  <del>ENVS 1900 6.0: Uncovering the Body: Interdisciplinary Perspectives</del>  <del>DANC 2540 3.0: Dance and Popular Culture</del>  <del>ENVS 3151 3.0: Environmental Politics and Advocacy I</del>  <del>ENVS 3160 3.0: Race/Racism and Environmental Justice</del>  <del>ENVS 3225 3.0: Regional Governance</del>  <del>ENVS 4161 3.0: Social Movements, Activism, and Social Change</del>  <del>ENVS 4223 3.0: Global Cities</del>  <del>VISA 3001 3.0: The Body and Technology</del>  <del>VISA 3001B 3.0: Critical Issues in the Studio II: The Artist as Activist and Educator</del>  <del>VISA 3001G 3.0: Critical Issues in the Studio II: Reconsidering the Object</del>  <del>VISA 3001J 3.0: Critical Issues in the Studio II: Artists' Writing/Writing Artists</del>  <del>VISA 3001X 3.0: Identity: Gender, Sexuality, Ethnicity</del>  <del>THEA 4270B 3.0/THEA 4270B 6.0: Performing Gender</del>  <del>YSDN 1101 3.0: Critical Issues in Design</del>  <del>YSDN 3105 3.0: Self, Society and Design</del>  <del>YSDN 3106 3.0: Image and Influence</del></p>	<p>ENVS 3170 3.0  <i>Indigenous Environmental Thought</i></p> <p>ENVS 4223 3.0  <i>Global Cities</i></p> <p>ENVS 4161 3.0  <i>Social Movements, Activism, and Social Change</i></p> <p>AP/HREQ 3890 6.00  <i>Social Justice: Theory and Action</i></p> <p>AP/HREQ 2010 6.00  <i>Introduction to human rights and equity studies</i></p> <p>AP/HREQ 1040 6.00  <i>Power &amp; Society: Critical issues in Social Justice</i></p> <p>AP/POL 3620 6.00  <i>Racism and Colonialism</i></p> <p>AP/CLTR 3510 3.00  <i>Arts and Rights</i></p> <p>AP/ANTH 2120 6.00  <i>Visualizing Ourselves, Visualizing Others: Media, Representation and Culture</i></p> <p>AP/CLTR 3160 3.00  <i>Sound, Politics, and Media Art</i></p> <p><b>Artistic Practice (6 credits):</b></p> <p>ENVS 1800 6.0 <i>Environmental Writing</i></p> <p>ENVS 3100 3.0 <i>Environmental Arts &amp; Media</i></p> <p>ENVS 4420 3.0 <i>Media, Culture, Communications, and Environment</i></p> <p>ENVS 3303 3.0  <i>Politics, Performance and the Art of Resistance: Literature and Art in Postcolonial and Transnational Environments</i></p> <p>ENVS 4100 3.0  <i>Environmental Literatures</i></p> <p>FA/VISA 1000 3.0  <i>Critical Issues in the Studio</i></p> <p>FA/FACS 3100 3.00  <i>The Theatricality Of Power: Violence, memory, and revolution</i></p> <p>FA/FACS 3500 3.00  <i>The Body in Performance</i></p> <p>FA/VISA 1006 3.00</p>
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	<p><i>The photographic experience</i></p> <p>FA/DANC 1500 6.00 <i>The Dance Experience</i></p> <p>FA/DANC 3322 3.0 <i>Embodied Thought</i></p> <p>FA/DANC 2510L 3.00 <i>The Art of Breaking I</i></p> <p>FA/DANC 4368 3.0 <i>Community Dance</i></p> <p>FA/DATT 1939 3.00 <i>Making Interactive New Media Art</i></p> <p>AP/EN 2600 6.00 <i>Intro to Creative Writing</i></p> <p>FA/FILM 1410 6.00 <i>Intro to Film for Non-Majors</i></p> <p>MUSI 2520 6.0 <i>Contemporary Black Urban Music</i></p> <p>MUSI 1032 3.0 <i>Contemporary Musicianship &amp; Improv.</i></p> <p>MUSI 1012 3.0 <i>Non-Major Guitar</i></p> <p>MUSI 1014 3.0 <i>Singing for Non-Majors</i></p> <p>MUSI 1043 3.0 <i>West African Drum Ensemble: Ghanaian</i></p> <p>MUSI 2556 3.0 <i>Gospel Choir</i></p> <p>THEA 1520 3.0 <i>Acting for Non-Majors</i></p> <p>THEA 1521 3.0 <i>Acting for Non-Majors II</i></p> <p>FA/THEA 3225 3.00 <i>Screen Acting: A Non-Major's Guide to Performance in Cinema</i></p> <p>VISA 2070 3.0 <i>Print Media: Lithography</i></p> <p>VISA 2071 3.0 <i>Print Media: Intaglio</i></p> <p>VISA 2073 3.0 <i>Print Media: Relief</i></p> <p>VISA 2074 3.0</p>
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<p><b>Other requirements:</b> Students working towards this certificate must:</p> <ul style="list-style-type: none"> <li>• meet the minimum cumulative grade point average (CGPA) requirement for their program;</li> <li>• to receive the certificate, <del>achieve a cumulative grade point average (GPA) of 4.00</del> or greater in the courses taken to satisfy certificate requirements; and, York students must complete their degree in order to be granted the certificate.</li> </ul>	<p><i>Print Media: Screenprinting</i></p> <p>FA VISA 2025 3.00 A <i>Painting: Techniques and Materials</i></p> <p>YSDN 1001 3.0 <i>Visual Language</i></p> <p>YSDN 1002 3.0 <i>Design and Image</i></p> <p>YSDN 1010 3.0 <i>Introduction to Design: Practice and Appreciation</i></p> <p>VISA 3053/FILM 3331 6.0 <i>Community Based Video Art and Activism</i></p> <p><b>Other requirements:</b> Students working towards this certificate must:</p> <ul style="list-style-type: none"> <li>• meet the minimum cumulative grade point average (CGPA) requirement for their degree program;</li> <li>• to receive the certificate, <b>achieve a minimum grade (GPA) of 5.00</b> or greater in each course credited to certificate; and, York students must complete their degree in order to be granted the certificate.</li> </ul>
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## Appendix 1C - Communications

CAP ELECTIVE COMMUNICATION						
COURSE CODE	COURSE NAME	DEPARTMENT	CONTACT	DATE EMAILED	RESPONSE	NOTES
AP/ANTH 2120 6.00	<i>Visualizing Ourselves, Visualizing Others</i>	Anthropology	chranth@yorku.ca	2015-11-03	YES	
AP/CLTR 3160 3.00	<i>Sound, Politics, and Media Art</i>	Culture	swarwick@yorku.ca	2015-11-22	YES	
AP/CLTR 3510 3.00	<i>Arts and Rights</i>	Equity	lavisano@yorku.ca	2015-12-06	IP	
AP/EN 2600 6.00	<i>Intro to Creative Writing</i>	English	englud@yorku.ca	42311	YES	L.Visano has said it is likely, pending response
AP/HREQ 1040 6.00	<i>Power &amp; Society: Critical issues in Social Justice</i>	Equity Studies	lavisano@yorku.ca	42311	IP	
AP/HREQ 2010 6.00	<i>Introduction to human rights and equity studies</i>	Equity Studies		42320	IP	
AP/HREQ 3890 6.00	<i>Social Justice: Theory and Action</i>	Equity Studies		2015-12-07	IP	
AP/POLS 3565 6.00	<i>Racism and Colonialism</i>	Equity Studies	oikawa@yorku.ca	2015-12-06	IP	consulted by EDU phone in summer- spots limited
EDU3500 3.00	<i>Inclusive Education</i>	Education	dagmara@yorku.ca mmorbey@edu.yorku.ca	2015-12-06, 12-12	IP	
EDU3800 3.00	<i>Art and Ideas</i>	Education	ca	2015-12-06, 12-12	IP	
FA/DANC 1500 6.00	<i>The Dance Experience</i>	Dance	dance@yorku.ca	2015-11-06	SEE:	no response - open to non majors see <a href="http://dance.ampd.yorku.ca/">http://dance.ampd.yorku.ca/</a>
FA/DANC 3322 3.0	<i>Embodied Thought</i>	Dance	VM	2015-25-06	SEE:	programs/course/
FA/DANC 2510L 3.00	<i>The Art of Breaking I</i>	Dance			SEE:	
FA/FACS 3100 3.00	<i>The Theatricality Of Power: Violence, memory, and revolution</i>	Fine Art and Cult. Studies	aguevara@yorku.ca	2015-11-22	YES	
FA/DANC 4368 3.0	<i>Community Dance</i>	Dance	normasue@yorku.ca	2015-12-15	YES	in memo
FA/FACS 3500 3.00	<i>The Body in Performance</i>	Fine Art and Cult. Studies		2015-12-06	YES	
FA/VISA 1000 3.0	<i>Critical Issues in the Studio</i>	Visual Art	oaiss@yorku.ca	2015-11-03	Yes*	

FA/VISA 1006 3.00	<i>The photographic experience</i>	Visual Art		2015-11-06	Yes	
FA/VISA 2025 3.00 A	<i>Painting: Techniques and Materials</i>	Visual Art			Yes*	
FA DATT 1000 6.0	<i>Intro to Interactive New Media</i>	Digital Media	dws@yorku.ca		YES	
FACS 1939 3.0	<i>Interactive New Media Art: An Introduction</i>	Digital Media		Nov-06-2015	YES	
MUSI 2520 6.0	<i>Contemporary Black Urban Music</i>	MUSIC	musicprg@yorku.ca	2015-11-11	YES	
MUSI 1032 6.0	<i>Contemporary Musicianship &amp; Improv.</i>	MUSIC	bthomas@yorku.ca	2015-11-25	YES	
MUSI 1012 3.0	<i>Non-Major Guitar</i>	MUSIC			YES	
MUSI 1014 3.0	<i>Singing for Non-Majors</i>	MUSIC			YES	
MUSI 1043 3.0	<i>West African Drum Ensemble: Ghanaian</i>	MUSIC			YES	
MUSI 1081/2081, 3.00	<i>Piano Literature and Pedagogy</i>	MUSIC			YES	
MUSI 2556 3.0	<i>Gospel Choir</i>	Theatre			YES	
FA/THEA 3225 3.00	<i>Screen Acting: A Non-Major's Guide to Performance in Cinema</i>		rkatz@yorku.ca	2015-11-06	YES	
FA/FILM 1401 6.00	<i>Introduction to Film for Non Majors</i>			Nov 12; Nov 22	SEE:	Open to non-majors, see: <a href="http://film.ampd.yorku.ca/programs/courses/">http://film.ampd.yorku.ca/programs/courses/</a>
THEA 1520 3.0	<i>Acting for Non-Majors</i>	Theatre			YES	
THEA 1521 3.0	<i>Acting for Non-Majors II</i>	Theatre			YES	
THEA 4440 6.0	<i>Drama and Education</i>	Theatre			Yes*	
VISA 2070 3.0	<i>Print Media: Lithography</i>	Visual Art	darmstro@yorku.ca	2015-08-25	Yes	instructor permission - darmstro@yorku.ca
VISA 2071 3.0	<i>Print Media: Intaglio</i>	Visual Art	oaiss@yorku.ca	2015-11-06	Yes	instructor permission - darmstro@yorku.ca
VISA 2073 3.0	<i>Print Media: Relief</i>	Visual Art			Yes	instructor permission - darmstro@yorku.ca
VISA 2074 3.0	<i>Print Media: Screenprinting</i>	Visual Art			Yes	instructor permission - darmstro@yorku.ca
VISA 3001B 3.0	<i>Artist as Activist and Educator</i>	film			Yes*	
VISA 3053/FILM 3331 6.0	<i>Community Based Video Art and Activism</i>	Visual Art			Yes*	
YSDN 1001 3.0	<i>Visual Language</i>	YSDN	Sandra Gabriele <sandrag@yorku.ca>	2015-11-12	YES	
YSDN 1002 3.0	<i>Design and Image</i>	YSDN			Yes	

YSDN 1010 3.0

*Introduction to Design: Practice and  
Appreciation*

YSDN



Yes

## LEGEND

- VM voicemail
- SEE No response, but see link attached for course access to non-majors
- IP In progress - have contacted dept., and waiting to hear back
- \* permission granted, however spots may be limited.

**SCHOOL OF ARTS,  
MEDIA, PERFORMANCE &  
DESIGN**

# Memorandum

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To: Sarah Flicker, CAP Certificate coordinator  
From: Norma Sue Fisher-Stitt, AD Academic, AMPD  
Date: December 15, 2015  
Subject: AMPD and the CAP Certificate Program

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I am writing to confirm that the School of the Arts, Media, Performance and Design can no longer be an active partner in the Community Arts Practice certificate program. We will however, continue to inform our students about this opportunity and CAP students can enrol in relevant AMPD courses (understanding that pre-requisites and other casings might have an impact on availability). One new course that might be of interest to students in the CAP program is FA/DANC 4368 3.0, Community Dance. In 2016/17, it is scheduled to be taught in the winter term.

Should AMPD wish to review or revisit its participation in CAP at some point in the future, I hope that conversations can be renewed.