

**Major Modifications
Proposal for a Faculty Specific Option
Faculty of Health**

Draft November 18th, 2020

Major Modifications Proposal Guidelines

1. **Program:** this major modification proposal pertains to the addition of a within faculty outside major course(s) option for all undergraduate programs in the Faculty of Health.
2. **Degree Designation:** BA, BSc, BHS, BScN
3. **Type of Modification:** (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.)

Change to degree requirements. Specifically: 1) adding the option of a 6 credit in Faculty out of major requirement 2) to also change the BSc general education requirement from 18 to 12 credits.

4. **Effective Date:** September 2021
-

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

We are proposing to add within first and some second-year courses pedagogy that aids transition (PAT). The intent of this proposal is not to create another course that is a “general education course” or have one of our courses (for example, PSYC 1010) classified as a general education course but instead to give students the opportunity to become more academically capable and resourceful by enrolling in first year (and some second year) courses that are designed with pedagogy that aids transition (PAT). The difference between general education and what we are proposing is that a general education course is a course that is structured to expose the student to a breadth of knowledge, be multi or inter-disciplinary, provide exposure to critical analytical (writing and critical thinking) and research skills. Pedagogy that aids transition (PAT) incorporates transition pedagogy by embedding within the course and is part of the delivery and evaluation of the course the following: opportunities for making connections between theory and real world experiences, group/teamwork, distributed practice/scaffolded learning with timely feedback, developing self-regulation capacity through mindfulness and metacognition, and reflection on in-class learning and broader lives that builds oral and written communication skills. The substance of this proposal provides the rationale for why we think we can and should use our courses as a substitute for humanities or social sciences general education courses for Faculty of Health students. In essence we are proposing 1) a revision to the general education requirements for BA and BHS and BSc students, consisting of a reconfiguration of how the general education credits are achieved. We are proposing to incorporate a faculty-specific option that may be used to fulfill the general education requirements. 2) we are proposing to reduce the number of general education credits from 18 to 12 for the BSc degree.

Under Faculty Wide Degree Requirements

For BA and BHS

Change from:

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Change to:

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note to be added: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for [general education credits](#) may not also count as credits towards the major.

For BSc

Change from

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Change to:

General education: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies

Note to be added: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as

substitutes [for general education credits](#) may not also count as credits towards the major.

For BScN

Change from:

- six credits at the 1000 or 2000 level in approved degree-level humanities or liberal studies categories, or equivalent
- six credits at the 1000 level in approved degree-level psychology course

Change to:

- six credits at the 1000 or 2000 level in approved degree-level humanities or liberal studies categories, or equivalent
- six credits at the 1000 level in approved degree-level psychology course

Note to be added: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes [for general education credits](#) may not also count as credits towards the major.

6. Provide the rationale for the proposed changes.

This section of the proposal describes the context for why we are requesting to add the option of a Faculty of Health specific requirement including describing current challenges for why we need this change (such as barriers to our students' transition and retention, and unrealistic expectations of outside Faculty general education courses). We conclude with a recommended solution involving a curricular based approach applying transition pedagogy practices.

Context and Challenges

Student success is a multifaceted concept. The Faculty of Health (FoH) has used Alf Lizzio's framework (2006) targeting 5 senses of success (academic capability, connectedness, purpose, resourcefulness, academic culture) specifically utilizing extra-curricular and co-curricular initiatives. We are now proposing a curricular approach using an overarching framework of "transition pedagogy" i.e., a holistic multi-pronged curricular and co-curricular intentional approach to promote student success (Kift & Nelson, 2005; Wingate, 2007). This framework will contribute to the five senses of success, but the proposed changes will mainly target the sense of capability and resourcefulness.

Lizzio (2006) outlines that students who learn about and appreciate the core values and ethical principles of the university tend to apply these to their study and their working relationships. Making stronger connections contributes to students becoming successful learners and form good working relationships with their peers, staff and faculty members. Students with a sense of purpose are more likely to find their studies rewarding, and as well remain committed when the work gets challenging. Academic capability involves, at a minimum, mastering academic skills (e.g., oral and written communication, reflection). Students who are ready to learn, understand their role and tasks as a student, show academic capability and typically are more persistent with their studies. Students who are resourceful are able to manage the

¹ The Collaborative/Direct-Entry 4-year BScN program is currently in revision it is anticipated these changes will need to be incorporated into the revisions for a Direct entry 4 year program to be launched approximately 2022/23)

challenges of university life and engage in help seeking behavior. Students who are both academically capable and resourceful tend to achieve their desired academic goals, can navigate the resources available to them, persist with their studies, and transition successfully (Lizzio, 2006). We suggest that by contributing to these senses of success within the curriculum, students will persist in their major, they will flourish, and they will graduate.

The Faculty has used Lizzio's framework to guide our student success initiatives since 2012, but we recognize that along with Lizzio an equity lens on student success has come to the fore more recently. An equity lens is relevant to the ways in which diverse students experience their academic environment, meaningful support, and a sense of connectedness. Therefore, while we are undertaking these proposed changes to the degree requirements, the Faculty of Health and York University are also looking at the relevance of an equity lens in relation to processes that will help us better understand the needs of diverse groups of students. These processes have implications for learning, teaching and creating welcoming and supportive environments for our diversely situated communities, including Indigenous, Black, and racialized communities (Batiste & Bouvier, 2013; Henry et al., 2017)². While acknowledging this equity lens, we are foregrounding transition pedagogy.

Past and current practices

In the Faculty, since approximately 2014, we have been focusing on contributing to our students' 5 senses of success co-curricularly (i.e., as an extension of the learning experience) and/or extra-curricularly (outside the academic learning experience). A few of the extra- and co-curricular efforts to develop these 5 senses of success include:

- Announcements by Course representative: This is just one of the co-curricular student success programs we offer to first year students through our Calumet and Stong College partners. This one has been highlighted because it aims to build academic know-how and leadership skills of class representatives while also contributing to their academic success, such as resourcefulness, of students in all core 1000 level courses in the Faculty. See Appendix A for further details about this initiative. A survey (75 student respondents) in 2018 reflects that a majority of the students agreed or strongly agreed that the announcements improved their sense of resourcefulness, academic capability, and connectedness, and found that the topics covered in the announcements were relevant to their academic and personal development. Despite this finding, only about one-third of the students who responded agreed or strongly agreed that they have used the college programs and the campus resources mentioned.
- Pan-university YUSTART program: This extra-curricular online experience has been designed to help prepare incoming new students for a successful transition into University. See Appendix B for more details and a summary analysis of use of the online learning modules in YUSTART of Faculty of Health students. Importantly, less than a majority of the modules/subcomponent are being accessed by students in the Faculty of Health. Most of the modules that the students are interested in delving into have to do with practical information about being a student at University (e.g., paying registration fees, financing education, connecting with fellow students through Facebook). A majority of students are not necessarily learning about strategies for "academic"

² Batiste, M., & Bouvier, R. (2013). *Decolonizing education: Nourishing the learning spirit*. UBC Press: Vancouver, Canada.
Henry, F., Dua, E., James, C., Kobayashi, A., Li, P., Ramos, H., and Smith, M. L. (2017). *The equity myth: Racialization and indigeneity at Canadian universities*. UBC Press: Toronto, Canada.

success and health and wellness. These are two big gaps in their knowledge and skills that can contribute to their failure to transition successfully in and through first year.

- Other extra-curricular approaches are offered with the support of the Faculty of Health Office of Student and Academic Services (OSAS) (e.g., early alert initiatives). In 2018 we offered access to a pilot project called ‘Ready, Set, YU!’ to student’s whose final high school average fell below the admissions entry cut-off. We provided them with an opportunity to write to the admissions office explaining why their overall average had dropped. Depending on their rationale, some students were accepted into our academic programs. At this point the students became part of the ‘Ready, Set, YU!’ project whereby they were required to attend a 3-day orientation prior to the beginning of school, plus 8 Learning Skills sessions, and 6 academic advising appointments (3 in the Fall, 3 in the Winter). During each academic advising appointment there were various topics that were to be discussed based on the time of the year. There were 28 students admitted into the Faculty of Health in the FW18 pilot year. Of the 28 students, 19 students received failing grades, some of these students were placed on Academic Warning or Required to Withdraw.

Although we are making headway contributing to our students’ success, it is still not enough. If we use our retention numbers as a metric of the success of our initiatives and retention plan, there has been a slight improvement on average across the Faculty of Health between 2013 and 2017 of about 0.5%. Therefore, we do not seem to be having the impact on retention we desire, despite making every effort to contribute to our students’ success. All the effort and resources we put into developing extra- and co-curricular programs will be for naught if we don’t address a few challenges including the barriers to students using the resources available to them.

Finally, we must consider that the third iteration of the Strategic Mandate Agreement (SMA) with the government indicated that funding will be tied to performance-based metrics, one of which will include graduation rates. The intention is to work towards graduating more student and in 7 years or less. There are many external systems the university is looking at to support this metric. Within the curriculum the focus will be on expanding flexible learning options. We believe the proposed changes will also contribute to improving our graduation rates. Therefore, it is incumbent on the Faculty of Health to facilitate and guide students to transition successfully in and through our academic undergraduate programs so that they will graduate.

Barriers

We know that many of our students do not take advantage of the co-curricular and extra-curricular programs designed to help students become better learners. Some of the barriers are as follows:

- Findings from a recent Faculty of Health survey on student success (May 2019) with 732 undergraduate students across all years, plus faculty, staff, and alumni, suggests many reasons for this observation. For example, students may not be aware of the nature of these programs and services. There are barriers such as lack of time to attend student success programs; challenges related to scheduling, commuting and accessibility; stigma and being reluctant to make use of existing resources because they felt intimidated. Some students also indicated the services did not meet their needs. Other research (e.g., Quaye, Harper, & Pendakur, 2019)³ suggests that using an equity lens is important in consideration of barriers that students perceive in relation to campus services to support their learning.
- Research shows that it is likely that some students do not take part in workshops and other forms of skill development because they don’t think they need any help with being a better learner

³ Quaye, S. J., Harper, S. R., & Pendakur, S. L. (Eds). (2019). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). Routledge: NY

(Kruger & Dunning, 1999). In addition, these types of extra-curricular workshops typically are targeted towards students who are not performing well. Unfortunately, this ends up promoting the deficit theory of education (i.e., students who differ from the norm in a significant way are considered deficient, and that the educational process must correct these deficiencies). Therefore, an approach to student success that includes embedding strategies into the curriculum is important to develop and implement.

- [A First Year Experience Toolkit](#) of resources and tips for first year course instructors was launched in 2017 co-created by Faculty of Health and LAPS. This toolkit was built using transition pedagogy, as well as student learning and instructor teaching needs, in order to provide co-curricular, extra-curricular, and curricular information and resources to faculty members with the goal of contributing to the students being successful. See Appendix C for a summary of what is available in the toolkit and some analytics about frequency of times webpages are accessed. Basically the toolkit contains evidence-based tools, tips, resources, based on key moments in the life cycle (found in the ‘essential toolkit’) of the first year course (particularly in terms of what a first year instructor may find helpful) beginning with (re)designing the first year course, the first day of class, assessing learning and giving feedback, resources to support student success, and information about the students to help instructors understand the challenges faced by their students. If instructors want to learn more and/or feel that they have already acquired and implemented the essential components, then there is a ‘digging deeper’ section to explore. If they want to personalize their toolkit, then there is available a ‘treasure chest’ so that they can save the resources and web pages they find most helpful. In this example, the barrier is that instructors are not actually using these transition pedagogy resources in their first-year courses. In fact, the pattern of website analytics indicates that despite some interest or an uptick in accessing web pages for the toolkit after specific announcements about it, many resources on the website are not used consistently, to a deeper degree, or at all.

In addition to the barriers listed above, other challenges we face are that we end up putting a lot of pressure on the general education courses to build academic capability (particularly in terms of critical analytical, writing, and thinking skills) in order to begin our students on the road to learning how to learn. Often our students do not attain these skills for a variety of reasons described next.

Unrealistic expectations of general education courses:

One important aspect of general education courses is that general education means academic breadth of learning in contrast to specialist training. However, over time general education courses have also been mandated to improve students’ academic capability by providing them with opportunities within the curriculum to develop critical analytical skills such as writing and critical thinking, as well as acculturation to student life at university.

The expectation that all of our students attain these critical skills solely from general education courses appears to be unrealistic. How can these major and important functions be achieved through a selected number of restricted credits? Why have we placed the primary mandate for ensuring that students are exposed to academic breadth, critical skills and acculturation to student life solely with general education requirements when much of this mandate could be addressed within the curriculum along with co- and extra-curricular activities? Perhaps the focus of general education requirements should be exclusively on addressing the ‘breadth’ requirement? If breadth is the main purpose then it should be achievable by courses across multiple domains including the social sciences, humanities, natural sciences, etc.

We agree that it is very important to expose students within the curriculum to courses that teach them critical analytical skills such as writing and critical thinking and to give students the opportunity to learn these skills within the first 54 credits. These skills are important as they are the beginning of students developing the ability to learn how to learn (see Appendix D for a brief history of the purpose of general education courses and definition of criteria for general education courses).

However, there are factors that prevent our students acquiring these skills through their general education courses offered by other Faculties, particularly when it's important to have them completed within the first two years of enrolling in courses for their degree:

- Timing of enrollment: Although we advise students to take their general education courses within the first 2 years to acquire important academic skills, from our data we estimate that about 15% of students in the Faculty do not take them until 3rd or 4th year.
- Competing home program requirements: students in interdisciplinary and BSc degree programs seem to be most impacted in that often these students have a number of first year courses they must take because the courses are either a major requirement, basic science requirement, a prerequisite course for a course needed in 2nd year, etc. These students are missing out on learning the critical and analytical skills needed for upper level courses in their programs and as a result, end up unprepared for these upper level courses.
- Advanced standing: Data (see Appendix E, Table 1) provided by OIPA (Office of Institutional Planning and Analysis) indicates that every year since 2012 on average 27% of college and university transfer students (about 92 students per year) to the Faculty of Health (excluding nursing students) have all 18 of their general education requirements granted in advance. We assume that these students arrive with academic skills learned through general education courses offered at other institutions. We don't know if they do arrive with those critical analytical skills. What we do know is that on average for students arriving in our programs with transfer credits, graduation rates are lower when students are granted 12 general education transfer credits than when they are granted 6 general education transfer credits (see Table 2 in Appendix E). In fact, when students are granted 12 general education transfer credits, they are 1.26 times more likely to leave the program than when granted six general education credits. We acknowledge, however, that this is a complex relationship dependent on program, incoming GPA, and year level of entry.
- Our Faculty has very little, if any, input in the design of General Education courses offered by programs outside of the Faculty. But we can play a role in designing or redesigning courses to build academic capability (critical analytical writing and thinking skills) and resourcefulness in order to support our students' successful transition in and through their programs.

What we do know is that many of our students are not developing the critical analytical skills such as writing and critical thinking. A lack of academic capability is being noticed by course instructors teaching upper level courses in our programs. For example, a common complaint by course instructors is students do not have the requisite writing and critical thinking skills. Therefore, we have seen a need to use additional time and resources and embed writing and critical thinking skills development within our programs. In the Faculty, two of our programs have already taken on the task of addressing this issue.

- The Psychology program has now created and incorporated a writing course (PSYC 2010, Writing in Psychology) in which every major must enroll. This course was created to teach their students the skills needed to be successful in 4th year writing intensive/thesis courses (topics covered are scientific writing, writing a coherent argument, logical reasoning, etc.). This is a very resource intensive decision that has resulted in an up-front investment in hiring faculty members

who have the Psychology disciplinary knowledge combined with knowing how to teach about writing in order to teach students how to effectively communicate about psychological topics.

- Since 2016 the Deans Office has supported the School of Health Policy and Management (SHPM) in hiring a writing instructor each year just for their students because these students were seeking a lot of help from the Writing Center and it looked like some targeted supports for these students needed to be put in place to improve their writing ability. The writing instructor has met one on one with on average 30- 40 students in SHPM each year. She works with them on developing their skills and abilities around organization of ideas, developing a main idea, as well she reviews specific assignments for feedback. The School is now working on changing their core curriculum to take the time within their courses to build the necessary writing skills required by their students.

The aforementioned details suggest that although general education courses have been designed to facilitate students gaining academic skills such as writing and critical/analytical thinking, it appears that many students in our programs are not necessarily acquiring these skills at the beginning of their program, or at all. It is apparent that we need to do more within the curriculum to contribute to our students' academic capability that in turn will contribute to their successful transition in first year and through to graduation.

As mentioned, there are other goals of having students take general education courses, i.e., it is for students to be exposed to a breadth of knowledge and interdisciplinarity (see Appendix D). We are supportive of this goal. But we would argue that because of the make-up of our Faculty including our interdisciplinary programs such as Global Health and Neuroscience, our students could acquire a breadth of interdisciplinary knowledge not only by enrolling in general education courses outside the Faculty but also by taking a course outside their major but still within the Faculty.

Change for BSc from 18 to 12 General Education credits

As a final change to the degree requirements we wish to drop the number of general education credits from 18 to 12 for the BSc degree and within those twelve credits make it possible for six to be satisfied by an outside major Faculty specific option.

[The description of the BSc degree](#) indicates that students should possess by the time they graduate the following:

- an understanding of and experience with the scientific methodology
- knowledge of and facility with mathematics
- knowledge of and facility with computational methods and tools
- breadth across foundational science disciplines (biology, chemistry, physics)
- depth and expertise in one or more science disciplines (physical sciences, life-sciences, computer science, and mathematics)
- breadth in practical laboratory experience
- depth beyond the first year in a scientific discipline outside the major in order to foster interdisciplinarity
- breadth in human inquiry beyond the BSc including exposure to issues and methodologies in the liberal arts
- demonstrated critical thinking and analytical skills inside and outside the major discipline,
- ability to communicate orally and in writing to a variety of audiences.

The last three bullet points generally speak to human inquiry outside the science discipline. These specific skills listed are achieved currently by having students enroll in a varying number of general education credits depending on the discipline and Faculty. For example, students are required to complete 12 non-science general education credits in the Faculty of Science, 12 general education credits in the interdisciplinary Neuroscience program between Science and Health, 12 general education credits for the BScN (Bachelor of Science in Nursing) in Health, and 18 general education credits in the remaining three BSc programs in Health (Kinesiology & Health Sciences (KHS), Psychology (PSYC), and Global Health GH).

The original rationale for 18 credits for BSc degree in KHS and PSYC came out of a harmonization exercise in 2008 soon after the Faculty of Health was newly formed. The change to requiring 18 credits across our programs in 2008 was done in order to harmonize various sets of rules including various general education requirements across BA and BSc degrees offered by different programs forming the Faculty of Health. Part of the rationale for choosing 18 credits was because many of the general education credits offered in the Social Sciences and Humanities were 9 credit courses at that time, and so to have fewer credits would have made it more difficult for our students to find courses to enroll in. This issue no longer exists. We also now know the impact of this change on the BSc students. BSc students have difficulty enrolling in and completing in their first two years 18 general education credits, because they are taken along with basic math and science, computation methods, laboratory, and first year major requirements. This heavy load on first year courses usually results in students refraining from enrolling in their general education course until their 3rd or 4th year. They end up taking them at a time when they need them the least, and if they do poorly in them, then it can have a negative impact on their GPA.

As mentioned previously the expectation was that students would acquire their breadth and critical thinking and inquiry skills through the general education courses. But what we are proposing now is that they could become more academically capable and acquire these academic skills within the Faculty by enrolling in courses that are using pedagogy that aids transition. BSc students could pick up their breadth in human inquiry by taking general education credits outside of our Faculty or from an out of major within Faculty course. Therefore, we are proposing to have the same number of 12 general education courses across all our BSc programs and 6 of those credits will be optional within Faculty but outside the major requirement.

Recommended solution: create a faculty-specific outside major curricular based option

The intent is to create an option for students to take two 3-credit or one 6-credit outside major course that supports a curricular focus on student success. It cannot be a requirement on top of the general education credits but instead it is proposed they can substitute for 6 credits of the general education requirement. The main reasons for this are:

- Our specialized honours programs (particularly in Kinesiology & Health Science and Nursing) have very little room for adding a further six credits as a requirement from their available number of outside major elective credits.
- New interdisciplinary programs, such as Neuroscience, whereby many upper level courses must be taken outside the Faculty or come with a high prerequisite requirement load, have very little extra credit space to fulfill another course requirement on top of General Education credits.
- Our request is not outside the norm because there is a precedence for defining Faculty specific credits as part of general education requirements. The School of Arts, Media, Performance, and Design (AMPD) require their students to take 6 credits from the AMPD 1900 series of courses. AMPD also stipulates that these 1900 series of courses can be used to satisfy the humanities general education requirement, an AMPD elective, etc.

- This proposed option allows us to redesign or develop courses that use transition pedagogy. Ultimately we would like to create and implement a Faculty-based sustainable, integrated coordinated curricular and co-curricular/extra-curricular approach to student success (see Kift, 2005). It allows us to consider what we can be doing within the curriculum that will support transition and contribute to our students graduating successfully from our programs.
- Participants who responded to the Faculty of Health student success survey (May 2019) offered a range of curriculum-related recommendations to strengthen the student learning experience and academic development. Recommendations included course/classroom-based opportunities such as experiential education and assignments that build teamwork and critical inquiry. As well recommendations included those which have program development implications such as including an “Introductory course (fundamentals of learning) to prepare students for success” or called for “more general courses for early year students on how to maximize benefits from University...”
- With students taking 6 more credits within the Faculty but outside of their major should reduce some of our interfaculty transfer payments incurred as a result of the SHARP budget model. Faculty of Health BA, BSc, and BHS students take most of their general education courses out of the Faculty. In addition, students completing their BSc degree take their basic science courses out of Faculty. We cannot alter the basic science requirement and thus costs for having other Faculties teach the basic science courses as we don’t have the expertise in those areas. Nor do we want to prevent students from exploring content from other disciplines through their electives. However, currently our high interfaculty transfer contributes to the fact that per student we only retain about 48% of their tuition and grant which has an impact on our operating budget. In fact, combined with austerity measures as a result of budget cuts we are at risk of not being able to sustain our extra and co-curricular student success programming, and/or replacing our complement of retiring faculty members and/or increasing our complement to address new program development. If we are successful at implementing these changes it could help reduce some of our interfaculty transfer payments and could provide funds for maintaining and sustaining appropriately designed first year courses that incorporate transition pedagogy.
- There are many potential topics our faculty members would have the expertise to develop and offer using transition pedagogy, e.g., courses on growth mindset, mental wellness & stress management, leadership, etc. These could be designed to embed learning to learn within the curriculum and ultimately contribute to students’ eventual success at completing their programs.

We are mindful that co-curricular or extra-curricular workshops may remedy some individual students’ problems with writing, test taking, etc. (provided they enroll in the workshop) but these workshops do not necessarily support all students in becoming independent learners and becoming successful university students, partly because the students who need to take advantage of these workshops often do not. That is, students don’t realize that they have a problem with their writing, or time management, or test taking ability, etc., until they try to sit down to write a high stakes exam or until after they have received their grade for a high-stakes exam. We need to normalize learning to learn. All students (not just the ones failing to maintain academic standing) could and should be exposed to opportunities within the curriculum that develop their skills to become better learners.

In sum, we need to consider alternative ways for ensuring that our students are acquiring much needed academic and resourcefulness skills. We have little control of the pedagogy used and content covered of general education courses outside of the Faculty, but we can contribute to academic capability and resourcefulness by offering specialized courses and pedagogically augmenting our courses to contribute to student success within the curriculum.

Given this information, we propose that our students be given the opportunity to complete an optional 6 credit within the faculty but outside their major that replaces 6 general education credits in the social sciences or humanities. Courses that qualify will be: new 1000/2000 level courses that includes transition pedagogy, and revision of current first year courses to include transition pedagogy. In the future, when the new student information system is in place, we will also create online modules to develop academic capability and resourcefulness that can be incorporated into courses or taken independently for a badge or micro-certificate.

Rationale for the development of PAT (Pedagogy Aided Transition) rubric:

The newly created courses that would consist of PAT- Pedagogy Aided Transition attributes would be clearly identified by a new rubric, PAT. The PAT rubric will assist students and advisors in identifying these courses that can be taken within the faculty that are outside of their major that could substitute for 6 general education credits in the social sciences or humanities. The rubric also allows these courses to be coded clearly in the degree progress report (DPR) and automatically updates the DPR if the student changes programs in the faculty.

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

These proposed changes generally align with the new Academic Plan 2020-2025 priority “From Access to Success” in ‘supporting students of all backgrounds and circumstances to complete their studies successfully and realize their full potential”.

These proposed changes could also be considered to align with the new Academic Plan 2020-2025 UN [sustainable development goal #4 “Quality Education”](#) ensuring inclusive and equitable quality education for all and promote lifelong learning opportunities for all.

These proposed changes align with the Faculty of Health 2015-2020 academic plan particularly around advancing educational quality and delivery of teaching.

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).

Appendix F describes a framework for creating and implementing curricular based features that facilitate Faculty of Health (FoH) students’ transition into and through the university academic environment. Most of what is described targets what we can be doing within the curriculum in first year to support our students transitioning into university and through first year i.e., we provide a framework targeting five features of transition pedagogy and suggesting how we can apply Pedagogy to Aid Transition (PAT). The proposed framework is guided by transitional pedagogy literature, with a grounding in Lizzio’s (2006) five senses of student success (connectedness, capability, resourcefulness, purpose, and academic culture). It is a holistic, integrated approach focusing on establishing best practices in teaching and academic supports for enabling successful student transition (Kift & Nelson, 2005; Wingate, 2007) into and through university.

This framework is designed to motivate the students (Miller, 2014) within the course to engage in the development of their academic capability (learning to learn) and resourcefulness. Our students' success completing their programs is not the only goal. We propose that by developing and implementing PAT we will put our students on the path to attaining by their final year five graduate attributes: *leadership, competence in the discipline, communication, critical thinking & reflection, and professionalism*. We are not proposing that we should limit the graduate attributes to just the ones mentioned, but that the various attributes /qualities of transition pedagogy embedded in first and second year courses can map onto and contribute to students developing the graduate attributes outlined. The five graduate attributes align quite closely with [the Becoming YU Competency Skills for Personal, Academic, and Professional success](#). [See Appendix G for a map of the alignment](#). Finally, acquiring graduate attributes should contribute to our students' five senses of success: connectedness, academic capability, resourcefulness, and academic culture and put them on the path to life-long learning.

Although, most of what is described in transition pedagogy targets what we can be doing within the curriculum in first year to support our students transitioning into university and through first year, for our programs transition also occurs into upper years (e.g., students transferring from college to university, mature students returning to university, etc.). Therefore, we are expanding the idea of transition beyond first year to include any or all of the following: 1) re-imagining existing first year courses to incorporate *five transition pedagogy features defined as group/teamwork, distributed practice/timely feedback, providing the students the opportunity for building their capacity for self-regulation and reflection, and providing the students the opportunity for making connections between content and real world experiences*; 2) incorporating the five transition pedagogy features into the design and development of new courses at the 1000 and/or 2000 level; and 3) developing and implementing academic capability and resourcefulness modules to build competencies with the goal of being able to evaluate and assign a "badge or micro-certification" once completed by students. It is understood that components 2 and 3 of this multi-pronged approach will take longer to roll out than prong 1 as they would have to be designed and developed and go through the normal curricular approval processes. We have a diverse student body, therefore we need a diverse approach so that our students will have multiple ways to complete their faculty specific requirement.

It is important to connect the proposed pedagogical features that will aid transition with graduate attributes and align the features with the Ontario Council of Academic Vice-Presidents' (OCAV) Undergraduate Degree Level Expectations (UDLE) (Honours) that are associated with baccalaureate degree program outcomes. The Table in Appendix F provides the details about how these features are mapped out.

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 with the following: undergraduate studies/curriculum committee members associated with our five programs; instructors who teach first year courses in Kinesiology and Psychology; members of our student success team (includes students and college heads); members of the University secretariat that have experience on the Senate subcommittees APPRC and ASCP; with the VP Academic and others from the office of the Vice-Provost Academic; and with the Interim and Assistant Registrar. Appendix G outlines the consultations taken on the proposal. This current major/modifications document outlines everything that was in the proposal except we were originally proposing to reduce the number of general education credits from 18 to 12 across all of our degree programs and then adding in a 6-credit faculty specific requirement. We were told that this would be difficult to get passed through Senate

subcommittees particularly for the BA and BHS degrees. Therefore, we decided to not reduce but change the general education requirement to incorporate a Faculty specific option within the general education credits. We were also advised to harmonize the BSc general education credits to align with the BSc in the Faculty of Science. Points of clarification and concerns have been addressed in this revised proposal and/or if out of scope to be included in this proposal, Appendix G outlines answers to questions and/or how the concerns were addressed.

This major/modification proposal will now be submitted through the normal curricular approval process in the Faculty.

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.

No changes to the program admission requirements are being proposed.

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.

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.

Mode of delivery is not being changed. It is possible that new or revised courses may change to a blended or flipped classroom or even online format. But we cannot assume this will be the case.

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.

The pedagogical features to be added will most likely impact evaluation schemes mainly by adding in a participation component for in class responses through iClicker/REEF technology, learning journals, and online discussions, or by adding in a graded component for the evaluation of low-stakes quizzes administered online in the learning management system (e.g., eclass). This does not change assessments substantially in the current courses, albeit a percentage of the grade will have to be set aside for these participation grades. New courses may alter their grading schemes more, particularly if they incorporate substantial team/group work and engagement in community-based projects. This revised form of assessment is appropriate as it will accommodate a change to the pedagogy that will contribute to students starting on the path to achieving their undergraduate degree level expectations as outlined in the following table.

Pedagogy to Aid Transition (PAT)	Potential Type of assessment	Contribute to the achievement of OCAV Undergraduate degree level expectations
1. Group/Teamwork	Participation/iClicker grades, peer-to-peer or self-evaluation, discussion forum participation	Oral and written communication skills. Autonomy and professional capacity.

2. Distributed practice/timely feedback	Low stakes quizzes, REEF/iClicker participation grades	Depth and breadth of knowledge. Communication skills. Awareness of limits of knowledge.
3. Self-regulation (mindfulness, meta-cognition)	iClicker questions evaluating content in video modules about self-regulation.	Application of knowledge. An understanding of methods of inquiry. Awareness of limits of knowledge.
4. Reflection (build oral and written communication)	Participation for creating learning journals, creating summaries of content, visual representations, eg., mindmaps of content.	Application of knowledge. An understanding of methods of inquiry. Awareness of limits of knowledge.
5. Connecting content to personal experiences	iClicker/REEF questions in class, participation in online discussion forums	Autonomy and professional capacity.

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

Students will be grandfathered such that those admitted to the program prior to the change may proceed under the degree requirements in place when they were admitted. A sunset clause will also be noted such that students will be informed that six years from the start of these changes, students will be automatically rolled over to the new degree requirements. Within the 6-year time period, students who transfer from a different Faculty at York to a program within the Faculty of Health may proceed under their former general education requirements or switch to the new requirements.

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.

[Please see Appendix H.](#)

Appendix A: Impact of Course Representative (a Student Success Program) Announcements on First Year Students

The Course Representative Program aims to build the academic know-how and leadership skills of its class reps and peer mentors while contributing to the academic success, such as resourcefulness, of students in core 1000 level courses. First year students volunteer to make classroom announcements in a core 1000-level Faculty of Health courses about resources to help their peers succeed. Eight different student support services offered through our two colleges' students success programs are announced including Peer Assisted Study Sessions (PASS) that involves peer tutoring, peer mentoring, career exploration, leadership development (e.g., exploring topics such as cultural competence, emotional intelligence, emotional regulation, and conflict management), managing anxiety workshops, other learning skills workshops, health and wellness. As well, other services and workshops provided by campus resources are announced that included learning skills services, OSAS advising services, student financial services, health and wellness website, SPARK/library resources, information about the Registrar's Office, York U market, Student community and leadership development, and student counselling.

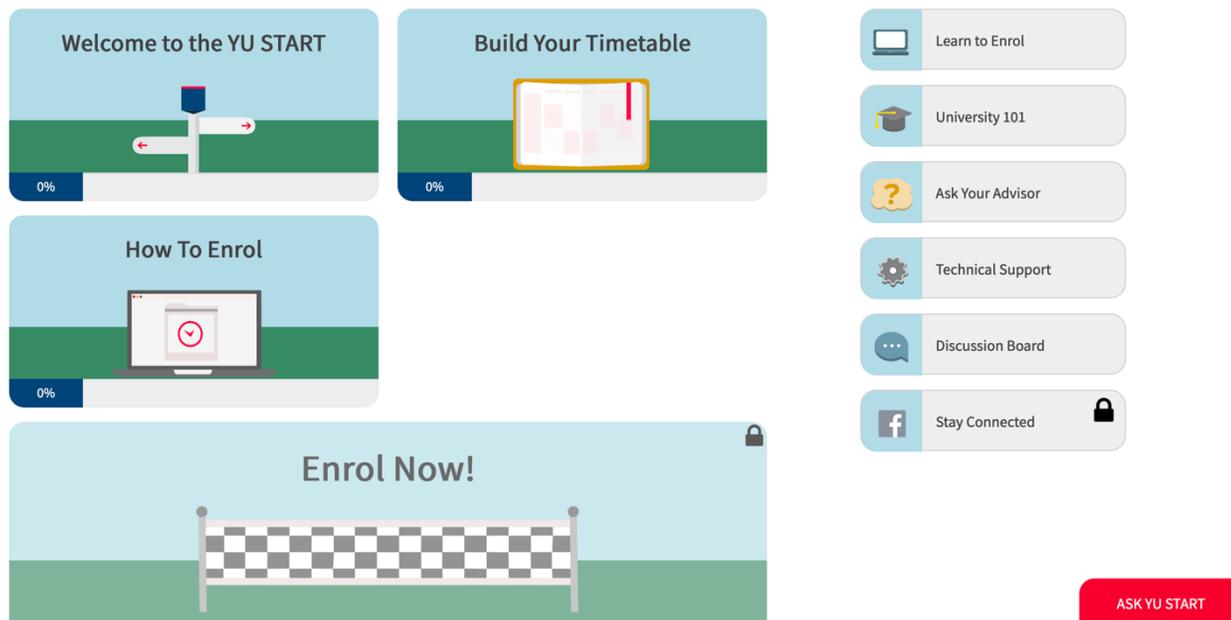
A December 2018 survey of students in 10 first year courses in the Faculty (multiple courses & sections) yielded 75 responses. This is just a tiny percentage of the 4895 enrolled in these courses in 2018. Therefore, the results have to be interpreted with a great deal of caution.

The results reflect that a majority of the students agreed or strongly agreed that the announcements improved their sense of resourcefulness, academic capability, connectedness, and found that the topics covered in the announcements were relevant to their academic and personal development. Despite this finding, only about one-third of the students who responded agreed or strongly agreed that they have used the college programs and the campus resources mentioned.

Therefore, although many agree what is announced is important, many of those who responded to the survey do not take advantage of the resources available to them.

Appendix B: YU START Overview of Use

YU START is an online experience that has been designed to help prepare incoming new students for a successful transition into York University. They are advised to browse through each of the sections on the YU START home page (see list below) and to follow the steps outlined in the Pre-Arrival checklist.



Students can access the online modules once they have enrolled. Mature and part-time students do not have access to the YU START modules, but they do have access to the Facebook pages whereby all incoming students engage with other incoming students via social media to discuss issues related to first year. These discussions are moderated by upper level students.

Excluding the special modules designed for international students, varsity athletes, and mature students, in total there are 58 subcomponents that delve into details about being a student at York. A review of the modules/subcomponents accessed by students in Psychology (PSYC), Kinesiology (KINE), Global Health (GH), Health Policy and Management (SHPM), and Nursing (NURS) from 2018 revealed a definite pattern in terms of which modules/subcomponents were most often accessed. Just over 50% of the students who accessed the online modules/subcomponents in KINE, PSYC, GH, SHPM, and about one-third of students in NURS primarily accessed:

- 3/3 welcome modules (subcomponents comprised of the prearrival checklist that covers items like paying registration, RSVP to orientation; connecting with fellow students through Facebook, and a how to start using YU START guide)
- 7/8 financing your education modules (subcomponents comprised of tuition fees, when and how to pay, other expenses, student loans, scholarships, tips to save money)
- 1/4 modules in careers (the subcomponent about what to do with their degree was accessed more by SHPM and GH students).
- 1/8 modules about the first day of classes particularly the subcomponent about what classes look like and where to buy textbooks, accessed mainly by SHPM students
- Students from most of the programs (except GH) requested information around special interest groups like indigenous, LGBTQ, accessibility).

Out of a total of 58 modules/subcomponents, the % accessed by each School/Dept/Program was as follows:

SHPM	KINE	PSYC	GH	NURS
43%	45%	43%	48%	22%

This suggests that less than a majority of the modules/subcomponent are being accessed. Most of the modules that the students are interested in delving into have to do with fairly practical information about being a student at University. A majority of students are not necessarily learning about strategies for academic success and health and wellness. Two big gaps that can contribute to their failure to transition successfully in and through first year.

Appendix C: First Year Experience (FYE) Toolkit Website Description and Use

[The website](#) was launched in August 2017. It was built with colleagues in LAPS and with funding from the Academic Innovation Fund (AIF). The information available in the FYE toolkit is based on the literature, transition pedagogy, student learning and course instructor teaching needs. It contains co-curricular, extra-curricular, curricular evidence-based tools, tips, resources, based on key moments in the life cycle (found in the ‘essential toolkit’) of the first year course (particularly in terms of what a first year instructor may find helpful) beginning with (re)designing the first year course, the first day of class, assessing learning and giving feedback, resources to support student success, and information about our students to help instructors understand the challenges faced by their students. If instructors want to learn more and/or feel that they have already acquired and implemented the essential components, there is a ‘digging deeper’ section to explore. If they want to personalize their toolkit, there is available a ‘treasure chest’ so that they can save the resources and web pages they find most helpful. There is also provided a space to develop a ‘community of practice’, a website created so that those who teach first year courses can meet together online, get acquainted, brainstorm, discuss and collaborate on initiatives related to teaching their courses.

Between 2017 and 2019, the Teaching Commons staff conducted three workshops to faculty members about the website and the topic of the First Year Experience (attendees ranged from 6-9), advertised it twice in their newsletter (sent to all full-time faculty at York and any part-time faculty who signed up for the newsletter), and discussed it at one new faculty orientation day in 2018 (60 attendees). After each announcement the top three websites that were most often looked at varied, however, a pattern did emerge and suggest the following were looked at most often:

- (re)designing your course - which showed how to align learning outcomes with Lizzio’s 5 senses of success framework (capability, connectedness, purpose, resourcefulness, academic culture), supporting learning to learn and learning disciplinary knowledge.
- first day of class, i.e., resources and research provided using Lizzio 5 senses of success to give the right balance of information and expectations, getting to know their students and what their interests are, and for students to get to know the instructor and what their expectations are.
- resources to support student success, i.e., resources to help the instructor help the student. This website includes information about SPARK (student paper and research kit offered through the library as a resource), information about what to do if a student is in crisis, and three study-hack modules designed for addressing some prominent student challenges (problem with multitasking, managing digital distractions, planning for studying, visit [the FYE website](#)).

This pattern of results suggests the interest is there, particularly when awareness is raised about the resources available because the hits on the website pages increased after each announcement.

The actual frequency of hits on the website/pages even after the announcements were made is quite low (see Table of Unique Pageviews that describes unique pageviews the day before an announcement/workshop vs. the week following including the day of the announcement). For example, the number of unique hits within the first week of an announcement went as high as 29 for the (re)designing course webpage after the FYE toolkit was discussed in a Teaching Commons newsletter in Sept 2017. But more often it was much lower than this number.

Table of Unique Pageviews: aggregates pageviews that are generated by the same user during the same session

	FYE workshop August 21, 2017 (7 participants)		TC newsletter September 5, 2017 (all full-time faculty and some part-time faculty who signed up for newsletter)		TC newsletter and new Faculty orientation August 29, 2018 (60 participants)		FYE workshop October 24, 2018 (9 participants)		FYE workshop January 17, 2019 (6 participants)	
	Day before	Week of	Day before	Week of	Day before	Week of	Day before	Week of	Day before	Week of
(Re)designing your course (provides links to content about course design and transition pedagogy framework)	4	11	1	29	0	18	1	5	0	6
(Re)designing your course/design (designing course with Lizzio model in mind)	4	4	0	10	0	4	1	0	0	2
Understanding our students (contains information about our students such as what does it mean to be a first-generation learner and other challenges, etc.)	1	7	-	16	0	13	0	5	0	1
Resources to support student success (contains links to information about what to do in a crisis, study hack videos, etc.)	2	11	1	14	2	14	0	5	0	4

Indeed, other components of the website such as the community of practice has had no activity on it. This suggests 1) the toolkit needs a champion to keep on advertising it and encourage the use and access of it; and 2) despite some interest, many of the resources on the website are not used consistently, to a deeper degree, or at all.

Appendix D: Brief History of the Purpose of General Education Courses

General Education courses have served as an important part of York's educational platform for fifty years. Over this time period the purpose of General Education has been modified and expanded. One important aspect that seems to have withstood the test of time is that General Education means academic breadth of learning in contrast to specialist training. General Education courses have been created not only to pass on knowledge that is non-discipline specific but also to help students understand themselves as persons in the world in which they live.

In early York Presidential Reports from the 1960s and 1970s, General Education courses were described as courses which "acquaint students with the values inherited from the past and the need to preserve them in shaping the society of the future" (Faculty of Health report to Senate January 2008). In the late 1980s, the definition of General Education was expanded to include exposing students to a group of courses the aim of which was to encourage them to think critically and to provide an interdisciplinary, broadly integrative experience. More recently General Education courses have been mandated to provide students with a variety of critical skills related to reading, writing and research.

In June 2008, Senate CCAS submitted its report to Senate on the "University-wide Review of General Education" recommending that Senate recognize three core principles that inform General Education at York: breadth of knowledge, critical analytical skills (thinking, reading, writing, and research), and provide an interdisciplinary broadly integrative experience.

In the Faculty of Health, BSc students have been attaining breadth of knowledge, critical analytical and interdisciplinary skills by enrolling in Humanities, and/or Social Sciences courses, and for BA and BHS students by enrolling in Humanities, Social Sciences, and Natural Science courses for a total of 18 credits of their 90/120 credit degrees.

Definitions of the Core Principles that Inform General Education at York

1. Breadth

The breadth requirement of General Education is described as the central defining feature and the most important of the general education principles. Breadth is one of the characteristics that distinguish education from training, and university programs from college offerings. Courses with breadth contribute to a student's understanding of different disciplinary perspectives (outside of his/her major) and of different ways of thinking about particular issues. The student is, in essence, taking courses that expose him/her to particular areas of knowledge outside his/her primary area of study. Breadth, in the context of General Education requirements, has referred specifically to exposure to the different spheres of knowledge and ways of thinking practiced in the Humanities, Social Sciences, and Natural Sciences. General education courses have been created to not only pass on knowledge that is non-discipline specific but also to help students understand themselves as persons in the world in which they live. However, given its importance, breadth cannot be the sole responsibility of general education and must also be addressed in other aspects of the undergraduate degree requirements.

2. Multidisciplinary and Interdisciplinary

Multi/interdisciplinary may be viewed as a sub-set of breadth. This element too, needs to be addressed throughout the degree. It should be noted that more attention needs to be paid to ensuring that students

understand and practice multi/interdisciplinarity in program content and evaluation requirements. Below are the operational definitions of multi and interdisciplinary ([reference: ResearchGate, 2018](#))

- Multidisciplinary knowledge is characterized by an additive approach that allows for separate views coming from a number of different disciplines all focused on a particular issue or topic. It typically spans a minimum of two or more disciplines, but each discipline draws upon its own methodologies and assumptions.
- Interdisciplinary knowledge is characterized by an interaction between disciplines involving the blending of a minimum of two disciplinary approaches typically resulting in the creation of a new way for addressing an issue or topic. Interdisciplinarity analyzes and synthesizes links between disciplines into a coordinated and coherent whole. For example, the Faculty of Health has an interdisciplinary Certificate in Aging with one of its capstone courses being Healthy Aging Trends and Issues. Students learn about healthy aging from a holistic perspective, incorporating intra-personal (physical, psychological theories), and inter-personal (social, community) as well as political, policy and economic factors that contribute to or impact healthy aging. For evaluated activities and projects, they need to show that they can analyze and/or synthesize content illustrating a holistic understanding of healthy aging using credible and relevant resources from two or more disciplines (psychological, social, physiological, etc.).

3. Critical Analytical and Research Skills

This is an important part of General Education requirements, as well as an area that needs to be addressed throughout the undergraduate degree requirements. With respect to the foundational role of General Education requirements, it is felt that ‘basic’ or ‘general’ critical skills exposure should be best positioned in General Education courses that would be taken within the first 54 credits of the student’s educational career.

The operational definitions that follow were included in the Faculty of Health’s December 12, 2007 recommendation for revisions to General Education in Health. They are the definitions used at that time and may not necessarily represent current understanding.

Writing skills: These are courses that allow students to develop their writing skills. These skills include but are not limited to the following: understanding what is written, learning how to write papers that require selecting evidence to develop and support an argument, critical reviewing and editing of one’s own writing, and demonstrating knowledge of a variety of recognized citation methods. At least part of the assessment regime for the course will involve some extended writing in the mode appropriate to the course. A course which relies solely on multiple choice examinations (as appropriate as these may be in other contexts) would not fulfill this requirement.

Critical thinking: These are courses that involve extended reflection on the nature of argumentation, theoretical thinking and analytical reasoning. These courses help students reflect on the process of inquiry, on the building of arguments, and apply the information in a manner that reflects a synthesis of the material and enables effective problem solving. The outcome of these skills could be reflected⁴

⁴ Critical thinking skills are not necessarily reflected by increased proficiency in computer literacy or oral presentation skills. Instead, it is more likely reflected by increased depth of analysis and strength of evidence and complexity of arguments, conceptual thinking in research, for instance or other scholarly work (whether written or oral presentation).

by increased proficiency in research, computer literacy or oral presentation skills.

Appendix E: Data Summarizing Numbers of Transfer Students and General Education credits Transferred (Office of Institutional Planning and Analysis (OIPA) May 2019)

Data Selection/Grouping:

- 2013-2016 Intake cohorts into BA/BHS/BSc
- College/University transfer students
- Mapping advanced credits to general education transfer credits with below scales
 - o if advanced credits were less than 24 then gen ed credits = 0;
 - o if advanced credits \geq 24 and $<$ 36 then gen ed credits = 6;
 - o if advanced credits \geq 36 and $<$ 48 then gen ed credits = 12;
 - o if advanced credits \geq 48 then gen ed credits = 18;

Outcome Variable:

- Category: students' final status (graduation or attrition)
 - o Graduation
 - o Attrition

Table 1: numbers of transfer students from universities and colleges (excludes nursing) and percentage of these students that had 0, 6, 12, or 18 general education transfer credits granted.

Year	Total number of students	Percentage of Students who had 0, 6 12, 18 General Education Credits transferred			
		0	6	12	18
2018	380	31%	32%	13%	24%
2017	378	26%	35%	10%	29%
2016	325	27%	39%	10%	25%
2015	337	25%	36%	11%	28%
2014	307	24%	37%	10%	29%
2013	347	25%	34%	12%	29%
2012	336	24%	35%	14%	27%
Average	344	26%	35%	11%	27%

Table 2: collapsed across year of entry, year level, programs, and GPA, the analysis suggests that when students are granted 12 general education transfer credits, they are 1.26 times more likely to leave the program than when granted 6 general education credits.

All programs	6 Gen Ed credits	6 Gen Ed credits	12 Gen Ed credits	12 Gen Ed credits
	Count	Percentage	Count	Percentage
Attrition	204	31%	79	37%
Graduation	332	50%	98	46%

Appendix F: Pedagogy to Aid Transition (PAT)

The purpose of this appendix is to provide a framework for creating and implementing curricular based features that facilitate Faculty of Health (FoH) students' transition into and through the university academic environment. Most of what is described targets what we can be doing within the curriculum in first year to support our students transitioning into university and through first year. However, transition also occurs into upper years (e.g., students transferring from college to university, mature students returning to university, etc.). So we are expanding the idea of transition beyond first year such that we include any or all of the following: 1) re-imagining existing first year courses to incorporate transition pedagogy features defined as group/teamwork, distribute practice/timely feedback, providing the students the opportunity for building their capacity for self-regulation and reflection, and providing the students the opportunity for making connections between content and real world experiences; 2) incorporating transition pedagogy features into the design and development of new courses at the 1000 or 2000 level; and 3) developing and implementing modules supporting these pedagogical features that can be evaluated and assigned a "badge or microcertification" once completed by students.

Hardy Cox and Strange (2010) suggested that the literature on student transition can be clustered into two dominant theoretical paradigms - 'student development theories' and 'campus environment theories'. 'Student development' is comprised of three aspects: psychosocial identity formation, the evolution of cognitive-developmental meaning-making structures, and personal preferences, styles and types (Hardy Cox & Strange, 2010). Tinto (1975; 1993) and others, including Lizzio (2006), have focused on the influence of a student's commitment to the institution, as well as academic and career goals. Lizzio's (2006) model has been successfully applied at York University, particularly in the YU START transition program (Rogers, Ubaldi & Stypka, 2014; Rogers & Ubaldi, 2015). The proposed Pedagogy to Aid Transition framework (PAT) framework is guided by transitional pedagogy literature, with a grounding in Lizzio's (2006) Five Senses of Student Success (connectedness, capability, resourcefulness, purpose, and academic culture). It is a holistic, integrated approach focusing on establishing best practices in teaching and academic supports for enabling successful student transition to university (Kift & Nelson, 2005; Wingate, 2007). This framework is designed to motivate the students (Miller, 2014) to engage in the development of their academic capability (learning to learn) and resourcefulness while helping them to achieve their graduate attributes.

We want to promote students' development of academic capability and resourcefulness by embedding certain pedagogical features targeting active learning within first year academic structures and other course offerings. Our student success completing their programs is not our only goal. We propose that these curricular based changes will also put our students on the path to acquiring graduate attributes. Graduate attributes are non-discipline-specific, inter-related and synergetic. We propose that graduate attributes should contribute to a students' sense of success such as connectedness, academic capability (e.g., reflection, communication, critical thinking), and resourcefulness, as well as teamwork, professionalism and ethical behaviors. They are as follows:

- Leadership – developed through group-teamwork/followership, and that relates to connectedness, communication, collaboration, critical thinking, professional behaviours;
- Competence in the Discipline – developed through distributed practice/scaffolded learning and feedback, and that relates to develop expertise through learning, academic capability such as oral and written communication and reflection;
- Communication – developed through receiving and responding to timely feedback, through oral and written communication, working in teams, and that relates to connectedness, resourcefulness, capability;

- Critical Thinking & Reflection – developed through self-regulation, metacognition and mindfulness, oral and written communication, engaging in critical reflection, and that relates to competence, leadership, professionalism; and
- Professionalism – developed through connected to real-world experiences, and relationship-building, and that relates to experiential learning, well-roundedness, competence, ethics.

Broadly defined, there is overlap between the graduate attributes we have proposed, the qualities of transition pedagogy, and the Becoming Yu competencies. This overlap is mapped in Appendix G. Our intention is to contribute to the development of the graduate attributes defined. We are not proposing that we should limit the graduate attributes to just the ones mentioned (communication, professionalism, critical thinking and reflection, competence in the discipline, and leadership), but that the various attributes /qualities of transition pedagogy embedded in first and second year courses can map onto and contribute to students developing the graduate attributes outlined. As we are describing curriculum changes embedded within first and second year, it is out of scope for this proposal to define how graduate attributes will be evaluated.

The PAT framework involves creating a multi-pronged approach that includes the design and development of new courses, badging/microcertification, as well as the developing and re-imagining of existing first year courses. Please note that the examples provided of these features and how they can be achieved are just that – the input of FoH instructors in developing learning tools/assessments/activities that align with the framework is encouraged and welcomed.

PAT Framework - First year courses or new 2000 level courses using transition pedagogy in the Faculty of Health should include the following:

1. **Group/teamwork that creates opportunities for active/deeper learning and create a sense of connectedness with their peers.**
2. **Distributed practice/scaffolded learning with timely feedback to increase a sense of capability particularly academic capability.**
3. **Build capacity for self-regulation through mindfulness exercises and metacognition to build a sense of capability and purpose.**
4. **Build capacity for student reflection on in-class learning and their broader lives to begin to build oral and written communication skills and build a sense of capability, resourcefulness, and purpose.**
5. **Making connections between the content and real-world experiences by connecting with their personal experiences, and/or the York and/or outside community to build a sense of connectedness with the content, and instructors, and peers.**

These five pedagogical features and how they can be achieved are described in further detail next.

1. **Group/teamwork.**

Working in groups or teams, whether in person or online, will help students develop a sense of connectedness with their peers in the FoH. This can include group projects, discussion forums online reflecting on journal articles read, or even more simple tasks such as discussing concepts with their neighbours in class by using the Think, Pair, Share, technique that promotes critical thinking and oral communication.

2. **Distributed practice/scaffolded learning with timely feedback.**

It is well supported in the literature that regular practice of concepts/skills with timely feedback improves students learning and engagement. This can take many forms in the classroom or online, for example: in the classroom using York's free to students REEF/iclicker cloud-based [polling system](#); peer review of written work (this can be done through an anonymous and randomized online process); through virtual simulations; and online or in person quizzes through the learning management system.

3. Build capacity for self-regulation through mindfulness exercises and metacognition.

This can easily be incorporated into any course and is shown to improve the sense of resourcefulness and capability. Mindfulness entails being present and attentive to one's thoughts, feelings, perceptions and experiences in the moment without judgement or the need to alter these experiences. Metacognition involves an awareness and understanding of one's own thought processes. These factors contribute to the students' ability to focus their attention and offset the constant distractions due to multi-tasking. Reviewing video modules that builds the sense of resourcefulness and capability by explaining the problem with multi-tasking, managing digital distractions and planning for studying can be found under the [student resources section](#). Questions can be posed in class about the content of the modules and assessed using iclicker/REEF technology.

4. Build capacity for student reflection on in-class learning and their broader lives.

The ability to be self-reflective is related to mindfulness and meta-cognition. The greater a student's capacity for reflection on themselves and their own learning, the more capable and resourceful learners they will become. Some in-class techniques to enhance student reflective abilities include the following

(For more information, visit [the OpenLearn: 6 Tools to support reflective learning](#)):

- Learning journals, diaries, log books, personal blogs: having students complete a one week calendar showing what they spend each minute/hour doing, then having them reflect on how they are spending their time to improve time management and study habits; journaling at the end of class about the content (what, so what, what now) to build written communication skills; doing exam wrappers to have students consider the answers they put on the exam and discuss them with classmates.
- Lists, bullet points, tables: students may summarize notes in class, or organize study content in organized formatting.
- Audiovisual recordings: providing students the opportunity to re-listen to recorded lecture content can promote reflection when students pause the recording to re-examine ideas, or for notetaking.
- Visual or graphic representations: students can be encouraged to create mind maps, concept maps, diagrams, or sketches. Mind maps can also promote 'non-linear thinking' which develops critical thinking skills and the ability to analyze and reorganize content.

It's worth noting that any skills will need to be taught to the students before they can be expected to engage in them, as skills that relate to mindfulness and reflecting on their behaviour and emotions do not come naturally to most students.

Reflection also lays a foundation for and provides an opportunity to build analytical skills. Understanding and including the use of models of reflection can assist students within courses to develop logical processes for thinking. Reflection begins to help them to build communication skills and critical thinking skills. Critical thinking is described as the active process of conceptualizing, applying, analyzing, synthesizing, evaluating information gained from experience, generated through observation, reflection, reasoning, or communication. Models of reflection can incorporate the work of Schön (1987), Gibbs (1988), Kolb (1984), and Johns (2013) and use frameworks such as ‘*What? So What? Now What?*’ (Borton, 1970), ‘*DEAL (Describe, Examine, Articulate Learning)*’ (Ash & Clayton, 2009), ‘*ICE (Ideas, Connections, Extensions)*’ (Fostaty Young & Wilson, 2000), and ‘*4 Rs (Reporting & Responding, Relating, Reasoning, Restructuring)*’ (Ryan, 2013). For more information, read Brock University's article on [Role of Reflection](#).

5. Making connections between the content and real-world experiences by connecting with their personal experiences, and/or the York and/or outside community.

Realistically, many of these first-year courses in the Faculty will be quite large, so it is not expected that students will necessarily venture out into the community to engage in course work. If it is not possible to send students out into the community it is still important to give students the opportunity to see how the disciplinary content is reflected in their life experiences and interests, or through others life experiences and knowledge using guest speakers, either from the York community (i.e., library services, SAS, Teaching Commons at [the FYE site](#)) or the broader community (i.e., healthcare professionals, educators). iClicker/REEF system can be used to evaluate students understanding of the connection, online discussion forums, think/pair/share can be used in class to connect with neighbours and their real-world experiences. There is also a great deal of potential to improve their senses of connectedness and sense of academic culture by explaining not just what students will learn, but also why the content is taught (e.g., contributes to them acquiring their learning outcomes, and their program requirements).

By incorporating these 5 features of transition pedagogy we will contribute to the development in students a sense of academic culture. The purpose of adding these features of transition pedagogy is not to add net new content to be delivered by the instructor but to change the way some of the content is delivered in class and online, and the way it is evaluated in order to provide opportunities for students to develop academic knowledge and skills that will put them on the path to success.

It is proposed that any faculty member who incorporates the above five features into their first-year course will have the course classified as using “Pedagogy to Aid Transition” or PAT. Students can use this first-year course to satisfy a 6-credit faculty-wide requirement.

Finally, it is important to connect the proposed framework features with graduate attributes and outcomes. In addition, the features need to align with the Ontario Council of Academic Vice-Presidents’ (OCAV) Undergraduate Degree Level Expectations (UDLE) (Honours) that are associated with baccalaureate degree program outcomes. The following table provides information on how these concepts are mapped out.

Table A: Relationship of Graduate Attributes to FYT Framework and UDLE

FoH Graduate Attributes		Features of Pedagogy	OCAV’s UDLE (Honors)

			OUCQA - Appendix 1 [PDF]
End of Program	Levelled Abilities		
Leadership	Ability to work in teams/groups; demonstrate followership	<p>1. Group/teamwork that creates opportunities for active/deeper learning and create a sense of connectedness with their peers.</p> <p>5. Making connections between the content and real-world experiences by connecting with their personal experiences, and/or the York and/or outside community to build a sense of connectedness with the content, and instructors, and peers.</p>	<p>4. Communication Skills The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p> <p>6. Autonomy and professional capacity Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and e) behaviour consistent with academic integrity and social responsibility.</p>
Competence in the Discipline	Ability to process timely feedback and apply to new internal and external situations; capacity to continually build on and develop new skills; develop expertise through learning, academic competence, communication, and reflection	<p>2. Distributed practice with timely feedback to increase a sense of capability particularly academic competence.</p> <p>5. Making connections between the content and real-world experiences by connecting with their personal experiences, and/or the York and/or outside community to build a sense of connectedness with the content, and instructors, and peers.</p>	<p>1. Depth and breadth of knowledge a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Developed ability to:</p>

			<p>i) gather, review, evaluate and interpret information; and</p> <p>ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</p> <p>d) Developed detailed knowledge of and experience in research in an area of the discipline;</p> <p>e) Developed critical thinking and analytical skills inside and outside the discipline; and</p> <p>f) Ability to apply learning from one or more areas outside the discipline.</p>
Communication	Ability to give and receive timely feedback; orally and writing, work in teams; establish connections; share resources and sense of purpose; convey limits of knowledge/capacity	<p>1. Group/teamwork that creates opportunities for active/deeper learning and create a sense of connectedness with their peers.</p> <p>5. Making connections between the content and real-world experiences by connecting with their personal experiences, and/or the York and/or outside community to build a sense of connectedness with the content, and instructors, and peers.</p>	<p>4. Communication Skills The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p> <p>5. Awareness of limits of knowledge 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.</p>
Critical Thinking & Reflection	Ability to self-regulate, develop metacognition and mindfulness, engage in critical thinking in classroom environments and in personal experiences; reflection.	<p>3. Build capacity for self-regulation through mindfulness exercises and metacognition to build a sense of capability and purpose.</p> <p>4. Build capacity for student reflection on in-class learning and their broader lives to build a sense of capability, resourcefulness, and purpose.</p>	<p>2. Knowledge of methodologies An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</p> <p>b) devise and sustain arguments or solve problems using these methods; and</p> <p>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>

			<p>3. Application of knowledge The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and <p>The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and e) make critical use of scholarly reviews and primary sources. <p>5. Awareness of limits of knowledge 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.</p>
Professionalism	Ability to apply knowledge as it is acquired, to personal experiences and community (York and beyond), in an ethical, socially just, confident manner	<p>1. Group/teamwork that creates opportunities for active/deeper learning and create a sense of connectedness with their peers.</p> <p>2. Distributed practice with timely feedback to increase a sense of capability</p>	<p>6. Autonomy and professional capacity Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> a) the exercise of initiative, personal responsibility and accountability in both

		<p>particularly academic competence.</p> <p>5. Making connections between the content and real-world experiences by connecting with their personal experiences, and/or the York and/or outside community to build a sense of connectedness with the content, and instructors, and peers.</p>	<p>personal and group contexts;</p> <p>b) working effectively with others;</p> <p>c) decision-making in complex contexts;</p> <p>d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</p> <p>e) behaviour consistent with academic integrity and social responsibility.</p>
--	--	--	---

Measurement of the actual achievement and perceived achievement of PAT features by the graduates at the end of the program could serve as an indicator of the success of the multi-pronged approach outlined in this document.

References

- Ash, S.L. & Clayton, P.H. (2009) Generating, deepening, and documenting learning: the power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48.
- Borton, T. (1970). *Reach, touch and teach*. New York, NY: McGraw-Hill.
- Fostaty Young, S. & Wilson, R.J. (2000). *Assessment and Learning: The ICE approach*. Winnipeg, MA: Portage and Main Press.
- Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford Polytechnic: Oxford. Further Education Unit.
- Hardy Cox, D., & Strange, C. (Eds.) (2010). *Achieving student success: Effective student services in Canadian higher education*. Quebec City, PQ: McGill-Queen's University Press.
- Johns, C. (2013). *Becoming a reflective practitioner* (4th ed.). Oxford, UK: Wiley-Blackwell
- Kift, S., Nelson, K. (2005). Beyond curriculum reform: Embedding the transition experience. *Higher Education Research and Development Society of Australasia*
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Upper Saddle River.
- Lizzio, A. (2006). *Designing an Orientation and Transition Strategy for Commencing Students*. Griffiths University: First Year Experience Project. Griffiths University.
- Miller, Michelle, D. (2014) Minds Online Teaching Effectively with Technology. *Motivating Students* (pp 165-195). Cambridge, Massachusetts: Harvard University Press.
- Rogers, M., Ubaldi, L. & Stypka, A. (2014). Evaluation of the YU START new student transition program and its effect on student success. Toronto:York University.
- Rogers, M. & Ubaldi, L. (2015). Evaluation of the YU START new student transition program and its effect on student success. Toronto:York University.

- Ryan, M. (2013). [The pedagogical balancing act: teaching reflection in higher education \[PDF\]](#). *Teaching in Higher Education*, 18(2), 144-155. doi: 10.1080/13562517.2012.694104
- Schön, D.A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
- Scott, C. A., McLean, A., & Golding, C. (2019). [How peer mentoring fosters graduate attributes \[PDF\]](#). *Journal of Peer Learning*, 12, 29-44.
- Tinto, V. (1975). Dropouts from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45, 89-125.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. (2nd Ed.). Chicago: University of Chicago Press.
- Wingate, U. (2007). A framework for transition: Supporting “Learning to Learn”. *Higher Education Quarterly*, 61 (3), 391-405.

Appendix G: Consultations on the preproposal.

Kinesiology & Health Sciences questions undergraduate studies committee (Nov 5th, 2019)	How addressed
If transition pedagogy is being used within first year courses or through IPALs could students use these to satisfy faculty specific requirement?	This question is about allowing students to count taking one course but satisfying a major requirement. Unfortunately students cannot take a faculty specific requirement that satisfies a gen ed and a major requirement with one course.
Do students really want to work on academic preparedness or resourcefulness?	Included feedback in document from survey of students in proposal re their opinion on what they need to be more successful.
Could courses satisfy transition pedagogy at 2000 level (particularly important for BSc students who take many first-year basic science courses	Proposal has been adapted to accommodate 1000 or 2000 level courses. As a result, the original term used “First Year transition-pedagogy approved (FYT-PA)” was no longer applicable. Unless a better term is proposed, we are using: Pedagogy to Aid Transition (PAT)
What happens if a course fulfills only some of the attributes of transition pedagogy.	If the missing feature can be added in as an online module and students can be given a badge once completed then this might work. Otherwise we need to work towards having anyone who says they are adding the PAT features to make an effort to incorporate all the qualities/attributes (group work, distributed practice, opportunities for learning self-regulation through mindfulness, reflection, making connections between content and real-world experiences).
How will degree progress reports capture this faculty specific requirement?	There is precedence. AMPD has a faculty specific requirement whereby students are required to take 6 credits from the AMPD 1900 series of courses. AMPD also stipulates that these 1900 series of courses can be used to satisfy the humanities general education requirement, an AMPD elective, etc.
How will badging be captured on degree progress reports?	TBD, Badges still need to be developed and consultation need to be undertaken with the RO. The new Student information system is supposed to be able to have the capacity to assign badges for completing competencies and/ or acquiring. skills. This new system will not be available until 2024
Why build and offer a service course for students to complete their faculty specific requirement but outside their major?	Good source of funding. Good team player. Psychology already does this.

What will double majors (eg PSYC and KINE) do for taking a course outside their major.	As we have made the Faculty specific requirement an option, this is not an issue. These students can continue to fulfill their degree requirements by completing their general education courses.
KHS first year instructors questions (Jan 2020)	How addressed
Why weren't presentation and communication skills selected as an attribute?	Communication is an end goal, a graduate attribute that we are aiming for after students have completed their degrees (tied to undergraduate degree level expectations). We chose the principle attributes that should be applied to support transition pedagogy across first year and second year courses that range in enrollment numbers. Presentation and communication skills may not be doable in a class of 500 without tutorials. But giving students an opportunity to reflect is. Reflection is a component of communication but not as formal as what is expected at other year levels.
Can double counting occur (ie be a Kine course and a faculty specific requirement).	Consulted with Cheryl Underhill and Katherine White. The answer is no because it goes against the general idea of what a degree is comprised of, the major is the major it is the specialization of the program. It cannot count as a Faculty specific requirement. If we propose that we want this and proceed on this path, then we would have to request an exception to the rule. We are not seeking such an exception in this proposal.
SHPM curriculum committee (Nov 7th)	How addressed
Graduate attributes in principle are fine (leadership, competence in the discipline, communication, critical thinking and reflection, professionalism). How are these attributes to be defined and how achieved.	These will need to be defined, measurable, and achievable by the school/depts. Doing this now is out of scope for this proposal.
Want reading and writing skills to be included and emphasized in central way to the attributes.	The Communication and Critical Thinking & Reflection attributes have been augmented in the proposal to include reading and writing.
If courses are already using the PAT attributes is there an opportunity for the academic unit to define the courses that meet the attributes	It will be possible for the school or dept to show how the course fulfills these attributes.
Feedback from PSYC undergraduate studies committee (Fall 2019)	How addressed
Committee felt retention rate was central to the rationale of the proposal and felt the c-rule was impacting retention rates	Retention rates are just one of many factors that contribute to rationale for creating this change. The need to embed transition

	<p>pedagogy into the curriculum in order to build academic capability and resourcefulness is so that our students will transition successfully from first to second year. The literature on transition pedagogy would suggest that building these skills and capabilities will contribute to students transition between first and second year and beyond. Whether it will improve the number of students who attain the required C to continue in their psychology program is a question which could be evaluated by the program.</p>
<p>Low admission rates bring in students unprepared to attain the grades they need</p>	<p>Research on Kinesiology first year students indicated that there is no correlation between first year grade and incoming GPA. Whether a similar pattern would be found with first year Psychology students is a question which could be evaluated by the program.</p>
<p>Did not want proposal framed in terms of resource implications but instead in terms of student success</p>	<p>Resource implications is one paragraph in 15 pages. Our overall focus remains on student success and pedagogical rationale. It is also worth noting that the modest additional revenue generated by keeping a few more students within the Faculty will assist us reducing student to faculty ratios, which currently exceed 55:1 for all programs except Nursing (approx. 35:1). All are well above the University average. Lowering student to faculty ratios are vital to our goal of enhancing the student experience, the use of novel and interactive learning methods, and easing faculty workloads.</p>
<p>Issue with reduction of breadth requirements</p>	<p>Breadth requirements still exist by having 12 Gen Ed credits, and by all the electives students take outside the major. Students in the BSc program will continue to take basic science and math courses largely outside the faculty.</p>
<p>Want proposal to be driven by the dept not at the faculty level</p>	<p>This is why representation of each school/dept was placed on the working group so that they could be the drivers of change. Also, schools/dept could define how to measure and evaluate graduate attributes, and they could take the lead on evaluating the outcome of the change to using transition pedagogy. The role of the Faculty is to facilitate the efficient sharing of resources across units and programs.</p>

Why don't graduate attributes contain interpersonal connections?	Characteristics of interpersonal connection is mediating and resolving conflicts, building rapport, building consensus, etc. These could be developed through teamwork and by acquiring professionalism skills. So, although we have not specifically articulated interpersonal connections, beginning stages of development of interpersonal connections are covered by the first-year transition pedagogy attributes outlined.
Where do learning skills fall into graduate attributes?	Competence in discipline, communication, critical thinking all share and showcase learning skills.
How do 4 prongs contribute to competence in discipline	Three of the prongs do, but the badging more than anything measures competence. Acquired through distributed practice, scaffolded learning.
Feedback/Questions from Psyc 1010 instructors (Fall 2019)	How addressed
No objections to graduate attributes or PAT, but wondered why presentation skills not targeted.	Presentation skills are difficult to achieve in high enrollment first year courses. Instead we opted for more general communication skills.
Liked adding a new course, concern about adding more content to Psyc 1010	Clarified in document this is not about adding net new content but to provide opportunities for students to develop academic capability and resourcefulness skills
What TA supports will be in place to support these add on components, e.g., skill training.	If we can increase the number of students taking courses within the faculty, then we project that this will provide funds for resourcing any add on components.
How do we deal with resistance from course directors who don't make changes.	The hope is that all will adapt and will see the logic of adapting giving the pedagogy behind the proposed changes. Working together to build these transition skills will benefit instructors by having more confident students in upper year courses. If we do encounter some resistance we can, if necessary, create separate stand-alone courses, or we need to have a badging system in place to show that students have acquired the attributes.
Consultation with Global Health program council (January 29th 2020)	How addressed
There was only one concern expressed and it was about how the Critical thinking and Reflection graduate attribute whereby self regulation, metacognition, and mindfulness all seem to describe reflection rather than	Graduate attributes are gained by the time students graduate. Critical thinking is described as the active process of conceptualizing, applying, analyzing, synthesizing, evaluating information gained

<p>critical thinking. They wondered if Critical thinking could be represented better e.g., reflected in goal-directed thinking, recognizing dominant narratives, and understanding power dynamics.</p>	<p>from experience, generated through observation, reflection, reasoning, or communication. We have not defined mechanisms of critical thinking other than through reflection in the first-year courses as we are trying to take into consideration the broad range of courses we do offer. In upper years students can start to apply greater critical thinking, skills depending on the learning outcomes for the courses taken.</p>
--	--

<p>Consultation with Calumet and Stong College Heads and Student Success Council members (SSC) (January 28th, 2020)</p>	<p>How addressed</p>
---	-----------------------------

<p>The colleges proposed that they could be a partner in this initiative contributing by creating new 1000 level courses to satisfy the Faculty specific requirement, be an avenue for students to receive professional development opportunities, deliver pre-existing modules on topics such as “effective Team/Group work; Mindfulness and Leadership; Resiliency, Grit, & Growth Mindset.</p>	<p>Our Colleges play an important role in facilitating a positive student experience and success through various extra and co-curricular activities. However, they are not empowered or resourced to offer for-credit courses. The purpose of this initiative is to offer a curricular approach to target academic capability and resourcefulness, ultimately contributing to retention and student success. This proposal is to augment the extra- co-curricular programs already in place and offered through the colleges. If the Colleges want to align some learning skills modules with this faculty specific requirement, then we can investigate further how modules can be delivered within courses. Individual faculty members affiliated with the colleges are welcome to create additional courses that are based on transition pedagogy that are offered through their respective programs.</p>
---	--

<p>The members of the SSC members asked how the graduate attributes were selected. They wondered whether they could propose additional graduate attributes or competencies such as Civic Engagement and Citizenship, emotional intelligence, career readiness.</p>	<p>The graduate attributes were derived from pan university discussions across the university. The intention is to contribute to the development of the graduate attributes defined. A note to this effect has been added to the proposal. We are not proposing that we should limit the graduate attributes to just the ones mentioned (communication, professionalism, critical thinking and reflection, competence in the discipline, and leadership), but that the various attributes /qualities of transition pedagogy embedded in first and second year courses can map onto</p>
--	--

	and contribute to students acquiring the graduate attributes outlined.																					
<p>The members wondered how the graduate attributes mapped against the Becoming Yu competencies: Skills for Personal, Academic, and Professional Success.</p>	<p>The six Becoming Yu competencies are Communication, Interpersonal Connections, Personal Success, Knowledge Acquisition, Critical thinking and Problem solving, and Social Responsibility and Community Engagement. Broadly defined, there is overlap between the graduate attributes we have proposed, the qualities of transition pedagogy, and the Becoming Yu competencies. For example,</p> <table border="1" data-bbox="771 609 1356 1417"> <thead> <tr> <th data-bbox="771 609 966 682">Graduate attributes</th> <th data-bbox="966 609 1161 682">Qualities of Transition pedagogy</th> <th data-bbox="1161 609 1356 682">Becoming Yu competencies</th> </tr> </thead> <tbody> <tr> <td data-bbox="771 682 966 829">Communication</td> <td data-bbox="966 682 1161 829">Timely feedback, team-work</td> <td data-bbox="1161 682 1356 829">Communication includes in writing & verbally, listening, etc</td> </tr> <tr> <td data-bbox="771 829 966 1018">Professionalism</td> <td data-bbox="966 829 1161 1018">Relationship building, ethics, well-roundedness.</td> <td data-bbox="1161 829 1356 1018">Interpersonal Connections (building rapport, resolving conflict) and Personal Success</td> </tr> <tr> <td data-bbox="771 1018 966 1186">Critical Thinking & Reflection</td> <td data-bbox="966 1018 1161 1186">Self-regulation, meta-cognition, mindfulness.</td> <td data-bbox="1161 1018 1356 1186">Personal success (eg developing self-awareness), and Critical thinking and problem solving</td> </tr> <tr> <td data-bbox="771 1186 966 1270">Competence in the Discipline</td> <td data-bbox="966 1186 1161 1270">Distributed practice, expertise</td> <td data-bbox="1161 1186 1356 1270">Knowledge acquisition</td> </tr> <tr> <td data-bbox="771 1270 966 1417">Leadership</td> <td data-bbox="966 1270 1161 1417">Group/teamwork, critical thinking, collaboration</td> <td data-bbox="1161 1270 1356 1417">Interpersonal connections, personal success, communication</td> </tr> <tr> <td data-bbox="771 1417 966 1417"></td> <td data-bbox="966 1417 1161 1417"></td> <td data-bbox="1161 1417 1356 1417"></td> </tr> </tbody> </table>	Graduate attributes	Qualities of Transition pedagogy	Becoming Yu competencies	Communication	Timely feedback, team-work	Communication includes in writing & verbally, listening, etc	Professionalism	Relationship building, ethics, well-roundedness.	Interpersonal Connections (building rapport, resolving conflict) and Personal Success	Critical Thinking & Reflection	Self-regulation, meta-cognition, mindfulness.	Personal success (eg developing self-awareness), and Critical thinking and problem solving	Competence in the Discipline	Distributed practice, expertise	Knowledge acquisition	Leadership	Group/teamwork, critical thinking, collaboration	Interpersonal connections, personal success, communication			
Graduate attributes	Qualities of Transition pedagogy	Becoming Yu competencies																				
Communication	Timely feedback, team-work	Communication includes in writing & verbally, listening, etc																				
Professionalism	Relationship building, ethics, well-roundedness.	Interpersonal Connections (building rapport, resolving conflict) and Personal Success																				
Critical Thinking & Reflection	Self-regulation, meta-cognition, mindfulness.	Personal success (eg developing self-awareness), and Critical thinking and problem solving																				
Competence in the Discipline	Distributed practice, expertise	Knowledge acquisition																				
Leadership	Group/teamwork, critical thinking, collaboration	Interpersonal connections, personal success, communication																				
<p>They wondered if there was an appetite to revision YU-START and offer a course for students to take prior to enrolling in September.</p>	<p>One of the prongs is to utilize current learning skills services modules and workshops. The suggestion though is that these are offered and taken at the same time as a first-year course, not before. The literature would suggest that taking ‘learning skills modules’ before enrolling in a course does not work as well because students have no opportunity to apply the skills they are learning while learning them. As it is, because the YU-Start modules are not embedded in the curriculum, the modules that will build academic capability and resourcefulness are not often explored by first year students. Although an interesting idea, we are not supporting offering additional</p>																					

	modules prior to coming to campus as satisfying a Faculty specific degree requirement.
They wondered if there was an opportunity to promote existing MOOCs to complete prior to arrival such as the Learning to Learn course offered through Coursera.	Perhaps with our badging approach, students can be evaluated for the competencies they have gained by taking a course outside of York. Until then, it would be difficult to learn how taking a free course outside of York would qualify as a Faculty specific requirement.
They asked if the evaluation of the graduate attributes would be student led or Faculty led.	A note about how evaluation of graduate attributes are out of scope for this proposal has been added to Appendix F of the proposal.
Consulted with university secretariate who have historical knowledge from serving APPRC and ASCP senate subcommittees, respectively	How addressed
These two have experience with program changes brought forth to these two senate subcommittees. We sought their insight on how ASCP and APPRC would receive this proposal if we stuck with reducing number of gen ed's from 18 to 12 and then added a separate faculty. Specific requirement.	They suggested placing greater emphasis on a pedogical/academic rationale. The proposal was re-written accordingly and has been greatly improved as a result of the feedback. They also noted that Faculties can define what contributes to a gen ed. Eg it could include an "in Faculty but out of major requirement". Therefore, we decided to propose a revision to the general education requirements, consisting of a reconfiguration of how the general education credits are achieved. In essence, we are proposing to incorporate a faculty-specific requirement that may be used to fulfill the general education requirements. This proposed solution will help us to address the issue of capacity (ie having enough Faculty specific courses offered so that all our students can enroll in them) as students could still complete a humanities/social sciences course instead of the in Faculty course. Providing an option will also limit petitions from student who accidently took the wrong course to satisfy this requirement.
Consulted with Alice Pitt (VP Academic) and Julie Parna (from the office of Vice-Provost Academic) on the major modifications proposal	How addressed
The question was whether we needed to map the transition pedagogy features to the	The suggestion was that aligning the features proposed and the assessment of those features

program learning outcomes (PLOs), and/or whether we need to map the assessment of these features to the PLOs.	to the undergraduate degree level expectations (UDLE) would be fine, particularly given the complexity of trying to map them to each individual PLOs.
VP Academic recommended since we were making changes to the general education requirements that we consider changing the number of general education course from 18 to 12 for the BSc degree to harmonize it with other BSc degrees in and outside of the Faculty. They also suggested that we might want to add to our list of potential gen ed courses any other general education courses offered by any Faculty that was open to out of Faculty students.	Changes made and incorporated into the new proposal.
Consultation with Interim Registrar Lucy Bellissimo)	How addressed
For the RO we specifically wanted to determine whether the degree progress report, a new student information system, and/or any other type of software could track and monitor the fulfillment of a faculty-specific requirement that might include badging/microcertification, and/or labelling sections differently within a program.	Currently none of the systems in use can monitor individual course/section specific attributes. The new SIS should be capable of this but we are told it won't be available until 2024.
Consultation with Lesa Cozi (Student services and document management) and Denise Close (Assistant Registrar Academic scheduling	How addressed
I asked the question about how would students track whether they were in the right course through the degree progress report.	The feedback was that the degree progress report could only detect identified courses but not sections of courses. We need to provide a list of identified courses that use pedagogy to aid transition. The other route we could go is to have all identified course cross listed with a new code (e..g., PAT or 19XX series). We would still not be able to identify sections of courses differently. If we go this latter route we could not implement until Sept 2022 because it would require removing the course and adding it again which impacts what is in ARMS.

Appendix H: Calendar Copy

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Global Health (Specialized Honours BA Program): 120 credits</p> <p>Residency requirement: 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>Graduation requirement: 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>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: 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>Note 4: 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 Health General Education Requirements.</p>	<p>Global Health (Specialized Honours BA Program): 120 credits</p> <p>Residency requirement: 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>Graduation requirement: 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>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: 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>Note 4: 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 Health General Education Requirements.</p> <hr/> <p>Note 5: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major. For further information, please visit:</p>

Major credits: 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:

CORE COURSES (60 CREDITS)

- HH/IHST 1001 3.00 and 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

GLOBAL E-HEALTH

At least 21 credits selected from:

- HH/HLST 2040 3.00 **or** HH/HLST 2050 3.00
- HH/HLST 3310 3.00
- HH/HLST 3320 3.00
- HH/HLST 3330 3.00
- HH/HLST 3341 3.00
- HH/HLST 4310 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00
- HH/HLST 4340 3.00
- HH/IHST 3200 3.00
- HH/NURS 3240 3.00
- HH/NURS 4210 3.00

GLOBAL HEALTH POLICY, MANAGEMENT AND SYSTEMS

At least 21 credits selected from:

- AP/ECON 1000 3.00
- HH/HLST 2030 3.00
- HH/HLST 3015 3.00
- HH/HLST 3060 3.00
- HH/HLST 3120 3.00
- HH/HLST 3210 6.00
- HH/HLST 3400 3.00
- HH/HLST 3450 3.00
- HH/HLST 3510 3.00
- HH/HLST 3540 3.00

[General Education Approved Health Courses](#)

Major credits: 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:

CORE COURSES (60 CREDITS)

- HH/IHST 1001 3.00 and 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

GLOBAL E-HEALTH

At least 21 credits selected from:

- HH/HLST 2040 3.00 **or** HH/HLST 2050 3.00
- HH/HLST 3310 3.00
- HH/HLST 3320 3.00
- HH/HLST 3330 3.00
- HH/HLST 3341 3.00
- HH/HLST 4310 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00
- HH/HLST 4340 3.00
- HH/IHST 3200 3.00
- HH/NURS 3240 3.00
- HH/NURS 4210 3.00

GLOBAL HEALTH POLICY, MANAGEMENT AND SYSTEMS

At least 21 credits selected from:

- AP/ECON 1000 3.00
- HH/HLST 2030 3.00
- HH/HLST 3015 3.00
- HH/HLST 3060 3.00
- HH/HLST 3120 3.00
- HH/HLST 3210 6.00

- HH/HLST 4110 3.00
- HH/HLST 4130 3.00
- HH/HLST 4210 3.00
- HH/HLST 4220 3.00
- HH/HLST 4250 3.00
- HH/HLST 4520 3.00
- HH/IHST 3200 3.00
- HH/IHST 3550 3.00

GLOBAL HEALTH PROMOTION AND DISEASE PREVENTION

At least 21 credits selected from:

- HH/HLST 3011 3.00
- HH/HLST 3520 3.00
- HH/IHST 3200 3.00
- HH/IHST 3500 3.00
- HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)
- HH/IHST 4210 3.00
- HH/IHST 4310 3.00
- HH/KINE 3100 3.00
- HH/KINE 3340 3.00
- HH/KINE 3350 3.00
- HH/KINE 3645 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- HH/KINE 4130 3.00
- HH/KINE 4140 3.00
- HH/KINE 4150 3.00
- HH/KINE 4340 3.00
- HH/KINE 4370 3.00
- HH/KINE 4485 3.00
- HH/KINE 4518 3.00
- HH/KINE 4565 3.00
- HH/KINE 4640 3.00
- HH/KINE 4645 3.00
- HH/KINE 4646 3.00
- HH/KINE 4710 3.00
- HH/KINE 4720 3.00
- HH/KINE 4900 3.00
- HH/NURS 4370 3.00
- HH/PSYC 3140 3.00
- HH/PSYC 3170 3.00
- HH/PSYC 3490 3.00

GLOBAL HEALTH AND THE ENVIRONMENT

At least 21 credits selected from:

- EU/ENVS 1500 6.00
- EU/ENVS 2122 3.00
- EU/ENVS 2400 6.00
- EU/ENVS 3125 3.00
- EU/ENVS 3150 3.00
- EU/ENVS 3340 3.00

- HH/HLST 3400 3.00
- HH/HLST 3450 3.00
- HH/HLST 3510 3.00
- HH/HLST 3540 3.00
- HH/HLST 4110 3.00
- HH/HLST 4130 3.00
- HH/HLST 4210 3.00
- HH/HLST 4220 3.00
- HH/HLST 4250 3.00
- HH/HLST 4520 3.00
- HH/IHST 3200 3.00
- HH/IHST 3550 3.00

GLOBAL HEALTH PROMOTION AND DISEASE PREVENTION

At least 21 credits selected from:

- HH/HLST 3011 3.00
- HH/HLST 3520 3.00
- HH/IHST 3200 3.00
- HH/IHST 3500 3.00
- HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)
- HH/IHST 4210 3.00
- HH/IHST 4310 3.00
- HH/KINE 3100 3.00
- HH/KINE 3340 3.00
- HH/KINE 3350 3.00
- HH/KINE 3645 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- HH/KINE 4130 3.00
- HH/KINE 4140 3.00
- HH/KINE 4150 3.00
- HH/KINE 4340 3.00
- HH/KINE 4370 3.00
- HH/KINE 4485 3.00
- HH/KINE 4518 3.00
- HH/KINE 4565 3.00
- HH/KINE 4640 3.00
- HH/KINE 4645 3.00
- HH/KINE 4646 3.00
- HH/KINE 4710 3.00
- HH/KINE 4720 3.00
- HH/KINE 4900 3.00
- HH/NURS 4370 3.00
- HH/PSYC 3140 3.00
- HH/PSYC 3170 3.00
- HH/PSYC 3490 3.00

GLOBAL HEALTH AND THE ENVIRONMENT

At least 21 credits selected from:

- EU/ENVS 1500 6.00
- EU/ENVS 2122 3.00

- EU/ENVS 3400 3.00
- EU/ENVS 3401 3.00
- EU/ENVS 3430 3.00
- EU/ENVS 3440 3.00
- EU/ENVS 3450 3.00
- EU/ENVS 4120 3.00
- EU/ENVS 4215 3.00
- EU/ENVS 4430 3.00
- EU/ENVS 4440 3.00
- EU/ENVS 4523 3.00
- EU/ENVS 4800A 6.00
- EU/ENVS 4810 3.00
- HH/IHST 3200 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

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

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Global Health (Honours BA Program): 120 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- EU/ENVS 2400 6.00
- EU/ENVS 3125 3.00
- EU/ENVS 3150 3.00
- EU/ENVS 3340 3.00
- EU/ENVS 3400 3.00
- EU/ENVS 3401 3.00
- EU/ENVS 3430 3.00
- EU/ENVS 3440 3.00
- EU/ENVS 3450 3.00
- EU/ENVS 4120 3.00
- EU/ENVS 4215 3.00
- EU/ENVS 4430 3.00
- EU/ENVS 4440 3.00
- EU/ENVS 4523 3.00
- EU/ENVS 4800A 6.00
- EU/ENVS 4810 3.00
- HH/IHST 3200 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

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

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Global Health (Honours BA Program): 120 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Major credits: a minimum of 48 major credits as follows:

Core Courses (48 credits)

- 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

Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at 4000 level, of which 12 credits must be in the major at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Global Health (BA Program): 90 credits

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 5: Students have the option to take specified Faculty of [Health courses as a substitute](#) for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Major credits: a minimum of 48 major credits as follows:

Core Courses (48 credits)

- 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

Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at 4000 level, of which 12 credits must be in the major at the 4000 level.

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 90 credits, with a minimum cumulative grade point average of 4.00 (C).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Major credits: students must complete at least 36 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

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Global Health (BA Program): 90 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 90 credits, with a minimum cumulative grade point average of 4.00 (C).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 5: Students have the option to take specified Faculty of [Health courses as a substitute](#) for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major. For further information, please visit:

- HH/IHST 2010 6.00
- HH/IHST 2100 3.00
- HH/IHST 2200 3.00

Additional 12.00 credits from the Global Health Core courses at 3000/4000 level for an overall total of at least 36 credits.

Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level including at least 12 credits in the major.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Global Health (Specialized Honours BSc Program): 120 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).

General education: a minimum of 48 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Major credits: students must complete at least 36 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

Additional 12.00 credits from the Global Health Core courses at 3000/4000 level for an overall total of at least 36 credits.

Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level including at least 12 credits in the major.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Global Health (Specialized Honours BSc Program): 120 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).

General education: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Major credits: 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:

CORE COURSES (60 CREDITS)

- HH/IHST 1001 3.00 and 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

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses.

Note 5: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Major credits: 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:

- HH/IHST 4200 3.00
- HH/IHST 4300 9.00
- HH/IHST 4400 3.00
- HH/IHST 4510 3.00

GLOBAL E-HEALTH

At least 21 credits selected from:

- HH/HLST 2040 3.00 or HH/HLST 2050 3.00
- HH/HLST 3310 3.00
- HH/HLST 3320 3.00
- HH/HLST 3330 3.00
- HH/HLST 3341 3.00
- HH/HLST 4310 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00
- HH/HLST 4340 3.00
- HH/IHST 3200 3.00
- HH/NURS 3240 3.00
- HH/NURS 4210 3.00

GLOBAL HEALTH POLICY, MANAGEMENT AND SYSTEMS

At least 21 credits selected from:

- AP/ECON 1000 3.00
- HH/HLST 2030 3.00
- HH/HLST 3015 3.00
- HH/HLST 3060 3.00
- HH/HLST 3120 3.00
- HH/HLST 3210 6.00
- HH/HLST 3400 3.00
- HH/HLST 3450 3.00
- HH/HLST 3510 3.00
- HH/HLST 3540 3.00
- HH/HLST 4130 3.00
- HH/HLST 4210 3.00
- HH/HLST 4110 3.00
- HH/HLST 4250 3.00
- HH/HLST 4220 3.00
- HH/HLST 4520 3.00
- HH/IHST 3200 3.00
- HH/IHST 3550 3.00

GLOBAL HEALTH PROMOTION AND DISEASE PREVENTION

At least 21 credits selected from:

- HH/HLST 3011 3.00
- HH/HLST 3520 3.00
- HH/IHST 3200 3.00

CORE COURSES (60 CREDITS)

- HH/IHST 1001 3.00 and 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

GLOBAL E-HEALTH

At least 21 credits selected from:

- HH/HLST 2040 3.00 or HH/HLST 2050 3.00
- HH/HLST 3310 3.00
- HH/HLST 3320 3.00
- HH/HLST 3330 3.00
- HH/HLST 3341 3.00
- HH/HLST 4310 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00
- HH/HLST 4340 3.00
- HH/IHST 3200 3.00
- HH/NURS 3240 3.00
- HH/NURS 4210 3.00

GLOBAL HEALTH POLICY, MANAGEMENT AND SYSTEMS

At least 21 credits selected from:

- AP/ECON 1000 3.00
- HH/HLST 2030 3.00
- HH/HLST 3015 3.00
- HH/HLST 3060 3.00
- HH/HLST 3120 3.00
- HH/HLST 3210 6.00
- HH/HLST 3400 3.00
- HH/HLST 3450 3.00
- HH/HLST 3510 3.00
- HH/HLST 3540 3.00
- HH/HLST 4130 3.00
- HH/HLST 4210 3.00
- HH/HLST 4110 3.00

- HH/IHST 3500 3.00
- HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)
- HH/IHST 4210 3.00
- HH/IHST 4310 3.00
- HH/KINE 3100 3.00
- HH/KINE 3340 3.00
- HH/KINE 3350 3.00
- HH/KINE 3645 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- HH/KINE 4130 3.00
- HH/KINE 4140 3.00
- HH/KINE 4150 3.00
- HH/KINE 4340 3.00
- HH/KINE 4370 3.00
- HH/KINE 4485 3.00
- HH/KINE 4518 3.00
- HH/KINE 4565 3.00
- HH/KINE 4640 3.00
- HH/KINE 4645 3.00
- HH/KINE 4646 3.00
- HH/KINE 4710 3.00
- HH/KINE 4720 3.00
- HH/KINE 4900 3.00
- HH/NURS 4370 3.00
- HH/PSYC 3140 3.00
- HH/PSYC 3170 3.00
- HH/PSYC 3490 3.00

GLOBAL HEALTH AND THE ENVIRONMENT

At least 21 credits selected from:

- EU/ENVS 1500 6.00
- EU/ENVS 2122 3.00
- EU/ENVS 2400 6.00
- EU/ENVS 3125 3.00
- EU/ENVS 3150 3.00
- EU/ENVS 3340 3.00
- EU/ENVS 3400 3.00
- EU/ENVS 3401 3.00
- EU/ENVS 3430 3.00
- EU/ENVS 3440 3.00
- EU/ENVS 3450 3.00
- EU/ENVS 4120 3.00
- EU/ENVS 4215 3.00
- EU/ENVS 4430 3.00
- EU/ENVS 4440 3.00
- EU/ENVS 4523 3.00
- EU/ENVS 4800A 6.00
- EU/ENVS 4810 3.00
- HH/IHST 3200 3.00

- HH/HLST 4250 3.00
- HH/HLST 4220 3.00
- HH/HLST 4520 3.00
- HH/IHST 3200 3.00
- HH/IHST 3550 3.00

GLOBAL HEALTH PROMOTION AND DISEASE PREVENTION

At least 21 credits selected from:

- HH/HLST 3011 3.00
- HH/HLST 3520 3.00
- HH/IHST 3200 3.00
- HH/IHST 3500 3.00
- HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)
- HH/IHST 4210 3.00
- HH/IHST 4310 3.00
- HH/KINE 3100 3.00
- HH/KINE 3340 3.00
- HH/KINE 3350 3.00
- HH/KINE 3645 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- HH/KINE 4130 3.00
- HH/KINE 4140 3.00
- HH/KINE 4150 3.00
- HH/KINE 4340 3.00
- HH/KINE 4370 3.00
- HH/KINE 4485 3.00
- HH/KINE 4518 3.00
- HH/KINE 4565 3.00
- HH/KINE 4640 3.00
- HH/KINE 4645 3.00
- HH/KINE 4646 3.00
- HH/KINE 4710 3.00
- HH/KINE 4720 3.00
- HH/KINE 4900 3.00
- HH/NURS 4370 3.00
- HH/PSYC 3140 3.00
- HH/PSYC 3170 3.00
- HH/PSYC 3490 3.00

GLOBAL HEALTH AND THE ENVIRONMENT

At least 21 credits selected from:

- EU/ENVS 1500 6.00
- EU/ENVS 2122 3.00
- EU/ENVS 2400 6.00
- EU/ENVS 3125 3.00
- EU/ENVS 3150 3.00
- EU/ENVS 3340 3.00
- EU/ENVS 3400 3.00

Upper-level credits: a minimum of 42 at the 3000 or 4000 level including at least 18 credits in the major, of which 12 credits must be in the major 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.

- EU/ENVS 3401 3.00
- EU/ENVS 3430 3.00
- EU/ENVS 3440 3.00
- EU/ENVS 3450 3.00
- EU/ENVS 4120 3.00
- EU/ENVS 4215 3.00
- EU/ENVS 4430 3.00
- EU/ENVS 4440 3.00
- EU/ENVS 4523 3.00
- EU/ENVS 4800A 6.00
- EU/ENVS 4810 3.00
- HH/IHST 3200 3.00

Upper-level credits: a minimum of 42 at the 3000 or 4000 level including at least 18 credits in the major, of which 12 credits must be in the major 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:

Global Health (Honours BSc Program): 120 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).

General education: a minimum of 48 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses.

Basic science requirement: a minimum of 15 credits as follows:

- 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.

Global Health (Honours BSc Program): 120 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).

General education: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Major credits: a minimum of 48 major credits as follows:

Core Courses (48 credits)

- 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

Upper level credits: a minimum of 42 credits must be taken at the 3000 or 4000 level including at least 18 credits at the 3000 or 4000 level in the major with 12 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

Note 5: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Major credits: a minimum of 48 major credits as follows:

Core Courses (48 credits)

- 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/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.

Global Health (BSc Program): 90 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 90 credits, with a minimum cumulative grade point average of 4.00 (C).

General education: a minimum of 48 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories

- HH/IHST 4510 3.00

Upper level credits: a minimum of 42 credits must be taken at the 3000 or 4000 level including at least 18 credits at the 3000 or 4000 level in the major with 12 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

approved by the Faculty of Liberal Arts & Professional Studies

- 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 & Professional Studies

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

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.

Global Health (BSc Program): 90 credits

Residency requirement: 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.

Graduation requirement: all graduates must complete a total of at least 90 credits, with a minimum cumulative grade point average of 4.00 (C).

General education: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: 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.

Note 4: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses.

Note 5: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major. For further information, please visit:

Major credits: 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

Additional 12.00 credits from the Global Health Core courses at 3000/4000 level for an overall total of at least 36 credits.

Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level including at least 12 credits in the major.

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

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Major credits: 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

Additional 12.00 credits from the Global Health Core courses at 3000/4000 level for an overall total of at least 36 credits.

Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level including at least 12 credits in the major.

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 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 as required for an overall total of at least 90 credits. Elective credits may be used to fulfill science and upper-level credits.

Health Studies (Honours BHS Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or

- 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 as required for an overall total of at least 90 credits. Elective credits may be used to fulfill science and upper-level credits.

Health Studies (Honours BHS Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science

social science categories courses and Faculty of Health [general education courses](#).

Major credits: students must complete a minimum of 42 credits in the major as follows:

- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 3120 3.00
- HH/HLST 3230 3.00
- HH/HLST 3341 3.00
- HH/HLST 4010 3.00
- HH/HLST 4200 6.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Health Studies (BHS Program): 90 Credits

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

Graduation requirement: all graduates must complete a total of at least 90 credits, with a minimum cumulative grade point average of 4.00 (C).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

categories approved by the Faculty of Liberal Arts & Professional Studies

- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science
- Faculty of Health Students may also satisfy the

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health [general education courses](#).

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Major credits: students must complete a minimum of 42 credits in the major as follows:

- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 3120 3.00
- HH/HLST 3230 3.00
- HH/HLST 3341 3.00
- HH/HLST 4010 3.00
- HH/HLST 4200 6.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: 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 <http://health.info.yorku.ca/current-student-information/general-education-requirements/>.

Major credits: students must complete a minimum of 30 credits in the major including the following:

- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- at least 12 additional credits in health studies (HLST) credits at the 3000 level

Upper-level credits: at least 18 credits at the 3000 level or 4000 level, including at least 12 credits at the 3000 level or 4000 level in health studies.

Electives: additional credits as required for an overall total of at least 90 credits. Elective credits may be used to fulfill upper-level credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005)
	AS/POLS 2100 6.00 (prior to summer 2003)

Health Studies (BHS Program): 90 Credits

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

Graduation requirement: all graduates must complete a total of at least 90 credits, with a minimum cumulative grade point average of 4.00 (C).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Major credits: students must complete a minimum of 30 credits in the major including the following:

- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00

	AS/POLS 2610 6.00 (prior to summer 2003)
	GL/POLS 2600 6.00
AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00	HH/HLST 3250 3.00 plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)
HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

**Health Informatics (Specialized Honours BHS Program):
120 Credits**

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- at least 12 additional credits in health studies (HLST) credits at the 3000 level

Upper-level credits: at least 18 credits at the 3000 level or 4000 level, including at least 12 credits at the 3000 level or 4000 level in health studies.

Electives: additional credits as required for an overall total of at least 90 credits. Elective credits may be used to fulfill upper-level credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005)
	AS/POLS 2100 6.00 (prior to summer 2003)
	AS/POLS 2610 6.00 (prior to summer 2003)
	GL/POLS 2600 6.00
AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00	HH/HLST 3250 3.00 plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)
HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

**Health Informatics (Specialized Honours BHS Program):
120 Credits**

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

MAJOR CREDITS:

Students must complete a minimum of 66 major credits (36 core course credits and 30 health informatics course credits) as follows:

Core Courses (36 credits)

- AP/ECON 1000 3.00
- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- AP/ECON 3510 3.00
- HH/HLST 4000 3.00
- HH/HLST 4010 3.00

Health Informatics Courses (30 credits)

- AP/ITEC 1010 3.00
- HH/HLST 3310 3.00 or HH/NURS 3240 3.00
- HH/HLST 3320 3.00
- HH/HLST 3341 3.00
- HH/HLST 4200 6.00
- HH/HLST 4310 3.00 or AP/ITEC 3010 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00
- select one of:
 - HH/HLST 3060 3.00
 - HH/HLST 3230 3.00
 - HH/HLST 4300 3.00
 - HH/HLST 4340 3.00 or AP/ITEC 1620 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

MAJOR CREDITS:

Students must complete a minimum of 66 major credits (36 core course credits and 30 health informatics course credits) as follows:

Core Courses (36 credits)

- AP/ECON 1000 3.00
- HH/HLST 1010 3.00 and HH/HLST 1011 3.00

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005) AS/POLS 2100 6.00 (prior to summer 2003) AS/POLS 2610 6.00 (prior to summer 2003) GL/POLS 2600 6.00
AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00	HH/HLST 3250 3.00 plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)
HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

Health Management (Specialized Honours BHS Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- AP/ECON 3510 3.00
- HH/HLST 4000 3.00
- HH/HLST 4010 3.00

Health Informatics Courses (30 credits)

- AP/ITEC 1010 3.00
- HH/HLST 3310 3.00 or HH/NURS 3240 3.00
- HH/HLST 3320 3.00
- HH/HLST 3341 3.00
- HH/HLST 4200 6.00
- HH/HLST 4310 3.00 or AP/ITEC 3010 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00
- select one of:
 - HH/HLST 3060 3.00
 - HH/HLST 3230 3.00
 - HH/HLST 4300 3.00
 - HH/HLST 4340 3.00 or AP/ITEC 1620 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005) AS/POLS 2100 6.00 (prior to summer 2003) AS/POLS 2610 6.00 (prior to summer 2003) GL/POLS 2600 6.00
AP/ADMS 3525 3.00	HH/HLST 3250 3.00

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

and	0	plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)
HH/HLST 3010 3.00		HH/HLST 3510 3.00
HH/HLST 3320 3.00		AP/ITEC 3220 3.00
HH/HLST 4300 3.00		HH/NURS 4200 3.00
HH/HLST 4310 3.00		AP/ITEC 3010 3.00
HH/HLST 4330 3.00		AP/ADMS 4300 3.00

Health Management (Specialized Honours BHS Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health [general education courses](#).

MAJOR CREDITS:

Students must complete a minimum of 69 major credits (36 core course credits and 33 health management course credits) as follows:

Core Courses (36 credits)

- AP/ECON 1000 3.00
- AP/ECON 3510 3.00
- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 4000 3.00
- HH/HLST 4010 3.00

Health Management Courses (33 credits)

- AP/ADMS 1000 3.00
- HH/HLST 3230 3.00
- HH/HLST 3400 3.00
- HH/HLST 3260 6.00
- HH/HLST 3265 3.00
- HH/HLST 4200 6.00
- HH/HLST 4210 3.00
- HH/HLST 4250 3.00
- HH/HLST 4330 3.00
- select one of:
 - HH/HLST 3060 3.00
 - HH/HLST 3015 3.00
 - HH/HLST 3240 3.00
 - HH/HLST 3540 3.00
 - HH/HLST 4320 3.00
 - AP/ADMS 2600 3.00
 - AP/ADMS 3120 3.00
 - AP/ADMS 4525 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005)
	AS/POLS 2100 6.00 (prior to summer 2003)
	AS/POLS 2610 6.00 (prior to summer 2003)
	GL/POLS 2600 6.00
AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00	HH/HLST 3250 3.00 plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

MAJOR CREDITS:

Students must complete a minimum of 69 major credits (36 core course credits and 33 health management course credits) as follows:

Core Courses (36 credits)

- AP/ECON 1000 3.00
- AP/ECON 3510 3.00
- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 4000 3.00
- HH/HLST 4010 3.00

Health Management Courses (33 credits)

- AP/ADMS 1000 3.00
- HH/HLST 3230 3.00
- HH/HLST 3400 3.00
- HH/HLST 3260 6.00
- HH/HLST 3265 3.00
- HH/HLST 4200 6.00
- HH/HLST 4210 3.00
- HH/HLST 4250 3.00
- HH/HLST 4330 3.00
- select one of:
 - HH/HLST 3060 3.00
 - HH/HLST 3015 3.00
 - HH/HLST 3240 3.00
 - HH/HLST 3540 3.00
 - HH/HLST 4320 3.00
 - AP/ADMS 2600 3.00
 - AP/ADMS 3120 3.00
 - AP/ADMS 4525 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

Health Policy (Specialized Honours BHS Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [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

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005) AS/POLS 2100 6.00 (prior to summer 2003) AS/POLS 2610 6.00 (prior to summer 2003) GL/POLS 2600 6.00
AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00	HH/HLST 3250 3.00 plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)
HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

Health Policy (Specialized Honours BHS Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

MAJOR CREDITS:

Students must complete a minimum of 66 major credits (36 core course credits and 30 health policy course credits) as follows:

Core Courses (36 credits)

- AP/ECON 1000 3.00
- AP/ECON 3510 3.00
- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 4000 3.00
- HH/HLST 4010 3.00

Health Policy Courses (30 credits)

- AP/POLS 2910 6.00
- HH/HLST 3015 3.00 or HH/HLST 3540 3.00
- HH/HLST 3060 3.00 or HH/HLST 3230 3.00
- HH/HLST 3110 3.00
- HH/HLST 3120 3.00
- HH/HLST 4110 3.00
- HH/HLST 4200 6.00
- select one of:
 - HH/HLST 4130 3.00
 - HH/HLST 4140 3.00
 - HH/HLST 4510 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level including, at least 18 credits at the 4000 level.

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
AP/ECON 1000 3.00	GL/ECON 2500 3.00

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

MAJOR CREDITS:

Students must complete a minimum of 66 major credits (36 core course credits and 30 health policy course credits) as follows:

Core Courses (36 credits)

- AP/ECON 1000 3.00
- AP/ECON 3510 3.00
- HH/HLST 1010 3.00 and HH/HLST 1011 3.00
- HH/HLST 2010 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 4000 3.00

AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005) AS/POLS 2100 6.00 (prior to summer 2003) AS/POLS 2610 6.00 (prior to summer 2003) GL/POLS 2600 6.00
AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00	HH/HLST 3250 3.00 plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)
HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

Kinesiology and Health Science (Specialized Honours BA Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) and all practicum requirements.

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- HH/HLST 4010 3.00

Health Policy Courses (30 credits)

- AP/POLS 2910 6.00
- HH/HLST 3015 3.00 or HH/HLST 3540 3.00
- HH/HLST 3060 3.00 or HH/HLST 3230 3.00
- HH/HLST 3110 3.00
- HH/HLST 3120 3.00
- HH/HLST 4110 3.00
- HH/HLST 4200 6.00
- select one of:
 - HH/HLST 4130 3.00
 - HH/HLST 4140 3.00
 - HH/HLST 4510 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level including, at least 18 credits at the 4000 level.

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005) AS/POLS 2100 6.00 (prior to summer 2003) AS/POLS 2610 6.00 (prior to summer 2003) GL/POLS 2600 6.00
AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00	HH/HLST 3250 3.00 plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)
HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00

HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Major credits:

Students must complete a minimum of 60 major credits in kinesiology and health science.

Core Courses (42 credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Practicum (PKIN): in addition to the 120-credit minimum degree requirement, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:

- aquatics

Kinesiology and Health Science (Specialized Honours BA Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) and all practicum requirements.

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

- dance/gymnastics
- emergency care
- individual and dual sports
- team gameEUsports
- track and field

Note: students may take practicum (PKIN) courses on a pass/fail basis provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.

Refer to the end of this section for the practicum course list.

**Kinesiology and Health Science (Honours BA Program):
120 Credits**

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) and all practicum requirements.

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Major credits:

Students must complete a minimum of 60 major credits in kinesiology and health science.

Core Courses (42 credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Practicum (PKIN): in addition to the 120-credit minimum degree requirement, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:

- aquatics
- dance/gymnastics
- emergency care
- individual and dual sports
- team gameEUsports
- track and field

Note: students may take practicum (PKIN) courses on a pass/fail basis provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.

Refer to the end of this section for the practicum course list.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Major credits:

Students must complete a minimum of 48 major credits in kinesiology and health science, including at least 12 credits at the 4000 level.

Core Courses (42 credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least six additional kinesiology and health science (KINE) credits at the 4000 level

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Practicum (PKIN): in addition to the 120-credit minimum degree requirement, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:

- aquatics
- dance/gymnastics
- emergency care
- individual and dual sports
- team gameEU sports
- track and field

Kinesiology and Health Science (Honours BA Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) and all practicum requirements.

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Major credits:

Note: students may take practicum (PKIN) courses on a pass/fail basis provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.

Refer to the end of this section for the practicum course list.

Kinesiology and Health Science (Specialized Honours BSc Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) and all practicum requirements.

General education: a minimum of 48 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [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

Students must complete a minimum of 48 major credits in kinesiology and health science, including at least 12 credits at the 4000 level.

Core Courses (42 credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least six additional kinesiology and health science (KINE) credits at the 4000 level

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Practicum (PKIN): in addition to the 120-credit minimum degree requirement, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:

- aquatics
- dance/gymnastics
- emergency care
- individual and dual sports
- team game/sports
- track and field

Note: students may take practicum (PKIN) courses on a pass/fail basis provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.

Refer to the end of this section for the practicum course list.

Kinesiology and Health Science (Specialized Honours BSc Program): 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required

Basic science requirement:

A minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits:

Students must complete a minimum of 60 major credits in kinesiology and health science.

Core Courses (42 credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.

Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of

in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) and all practicum requirements.

General education: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Basic science requirement:

A minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00

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 Lassonde School of Engineering;
- 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

Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.

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

Practicum (PKIN): in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:

- aquatics
- dance/gymnastics
- emergency care
- individual and dual sports
- team game/sports
- track and field

Note: students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.

Refer to the end of this section for the practicum course list.

Kinesiology and Health Science (Honours BSc Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall

- SC/MATH 1025 3.00
- SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 **or** SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits:

Students must complete a minimum of 60 major credits in kinesiology and health science.

Core Courses (42 credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including 18 credits at the 3000 or 4000 level in the major with 12 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 Lassonde School of Engineering;
- all psychology courses, excluding:
 - HH/PSYC 3350 3.00
 - HH/PSYC 3430 3.00
 - HH/PSYC 3600 3.00

cumulative grade point average of 5.00 (C+) and all practicum requirements.

General education: a minimum of 48 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Basic science requirement:

A minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- six credits selected from:
 - SC/BIOL 1000 3.00
 - SC/BIOL 1001 3.00

- HH/PSYC 3620 3.00
- HH/PSYC 3630 3.00
- HH/PSYC 3670 3.00
- HH/PSYC 4891 6.00

Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.

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

Practicum (PKIN): in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:

- aquatics
- dance/gymnastics
- emergency care
- individual and dual sports
- team game/sports
- track and field

Note: students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.

Refer to the end of this section for the practicum course list.

Kinesiology and Health Science (Honours BSc Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) and all practicum requirements.

General education: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science

- SC/CHEM 1000 3.00
- SC/CHEM 1001 3.00
- SC/PHYS 1410 6.00 **or** SC/PHYS 1420 6.00
- SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
- SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits: Students must complete a minimum of 48 major credits in kinesiology and health science.

Core Courses (42 credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least 6 additional kinesiology and health science (KINE) credits including six credits at the 4000 level

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including 18 credits at the 3000 or 4000 level in the major with 12 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 Lassonde School of Engineering;
- 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

Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.

categories approved by the Faculty of Liberal Arts & Professional Studies

- 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 & Professional Studies

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Basic science requirement:

A minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 **or** SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

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

Practicum (PKIN): in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:

- aquatics
- dance/gymnastics
- emergency care
- individual and dual sports
- team sports
- track and field

Note: students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.

Refer to the end of this section for the practicum course list.

KINESIOLOGY AND HEALTH SCIENCE PRACTICUM PROGRAM

All students enrolled in Kinesiology and Health Science programs must complete the practicum core, which consists of one practicum course in each of the following six areas: aquatics, dance/gymnastics, emergency care, individual and dual sports, team sports, track and field and an additional two free choice practicum courses, for a total of eight courses. A detailed description of the course offerings and requirements is available from the School of Kinesiology and Health Science.

PRACTICUM COURSE LIST

While practicum courses are required of all kinesiology and health science students in order to graduate, they are not applied towards the academic degree requirements in kinesiology and health science. The second digit of the practicum courses indicates the practicum area. One practicum course represents a total of 24 contact hours of sports activity or equivalent.

Practicum courses provide professional preparation for kinesiology and health science students and as such may require vigorous physical activity. It is strongly recommended that every student in the practicum program have a medical examination prior to participating. Students with disabilities are considered on a case-by-case basis. Practicum courses are open to both men and women unless otherwise specified. For practicum course descriptions,

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits: Students must complete a minimum of 48 major credits in kinesiology and health science.

Core Courses (42 credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least 6 additional kinesiology and health science (KINE) credits including six credits at the 4000 level

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including 18 credits at the 3000 or 4000 level in the major with 12 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 Lassonde School of Engineering;
- 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

Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.

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

Practicum (PKIN): in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses

please consult the School of Kinesiology and Health Science supplemental calendar.

Aquatic Courses

- HH/PKIN 0200 0.00
- HH/PKIN 0240 0.00
- HH/PKIN 0250 0.00
- HH/PKIN 0261 0.00
- HH/PKIN 0262 0.00
- HH/PKIN 0265 0.00
- HH/PKIN 0270 0.00
- HH/PKIN 0285 0.00
- HH/PKIN 0286 0.00
- HH/PKIN 0291 0.00
- HH/PKIN 0292 0.00
- HH/PKIN 0294 0.00
- HH/PKIN 0295 0.00

Dance/Gymnastics Courses

- HH/PKIN 0500 0.00
- HH/PKIN 0502 0.00
- HH/PKIN 0503 0.00
- HH/PKIN 0512 0.00
- HH/PKIN 0513 0.00
- HH/PKIN 0514 0.00
- HH/PKIN 0560 0.00
- HH/PKIN 0562 0.00
- HH/PKIN 0565 0.00
- HH/PKIN 0570 0.00
- HH/PKIN 0575 0.00
- HH/PKIN 0585 0.00
- HH/PKIN 0590 0.00
- HH/PKIN 0595 0.00
- HH/PKIN 0597 0.00

Emergency Care Courses

- HH/PKIN 0750 0.00
- HH/PKIN 0751 0.00
- HH/PKIN 0761 0.00
- HH/PKIN 0762 0.00
- HH/PKIN 0770 0.00

Individual and Dual Sports Courses

- HH/PKIN 0400 0.00
- HH/PKIN 0401 0.00
- HH/PKIN 0402 0.00
- HH/PKIN 0403 0.00
- HH/PKIN 0404 0.00
- HH/PKIN 0405 0.00
- HH/PKIN 0406 0.00

including at least one course in each of the following practicum areas:

- aquatics
- dance/gymnastics
- emergency care
- individual and dual sports
- team gameEUsports
- track and field

Note: students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.

Refer to the end of this section for the practicum course list.

KINESIOLOGY AND HEALTH SCIENCE PRACTICUM PROGRAM

All students enrolled in Kinesiology and Health Science programs must complete the practicum core, which consists of one practicum course in each of the following six areas: aquatics, dance/gymnastics, emergency care, individual and dual sports, team sports, track and field and an additional two free choice practicum courses, for a total of eight courses. A detailed description of the course offerings and requirements is available from the School of Kinesiology and Health Science.

PRACTICUM COURSE LIST

While practicum courses are required of all kinesiology and health science students in order to graduate, they are not applied towards the academic degree requirements in kinesiology and health science. The second digit of the practicum courses indicates the practicum area. One practicum course represents a total of 24 contact hours of sports activity or equivalent.

Practicum courses provide professional preparation for kinesiology and health science students and as such may require vigorous physical activity. It is strongly recommended that every student in the practicum program have a medical examination prior to participating. Students with disabilities are considered on a case-by-case basis. Practicum courses are open to both men and women unless otherwise specified. For practicum course descriptions, please consult the School of Kinesiology and Health Science supplemental calendar.

Aquatic Courses

- HH/PKIN 0200 0.00
- HH/PKIN 0240 0.00
- HH/PKIN 0250 0.00

- HH/PKIN 0408 0.00
- HH/PKIN 0409 0.00
- HH/PKIN 0410 0.00
- HH/PKIN 0411 0.00
- HH/PKIN 0415 0.00
- HH/PKIN 0416 0.00
- HH/PKIN 0435 0.00
- HH/PKIN 0436 0.00
- HH/PKIN 0437 0.00
- HH/PKIN 0440 0.00
- HH/PKIN 0460 0.00
- HH/PKIN 0465 0.00
- HH/PKIN 0470 0.00

Team Sports Courses

- HH/PKIN 0301 0.00
- HH/PKIN 0302 0.00
- HH/PKIN 0303 0.00
- HH/PKIN 0304 0.00
- HH/PKIN 0305 0.00
- HH/PKIN 0306 0.00
- HH/PKIN 0307 0.00
- HH/PKIN 0308 0.00
- HH/PKIN 0312 0.00
- HH/PKIN 0313 0.00
- HH/PKIN 0324 0.00
- HH/PKIN 0328 0.00
- HH/PKIN 0329 0.00
- HH/PKIN 0330 0.00
- HH/PKIN 0332 0.00
- HH/PKIN 0333 0.00
- HH/PKIN 0336 0.00
- HH/PKIN 0340 0.00
- HH/PKIN 0350 0.00
- HH/PKIN 0390 0.00
- HH/PKIN 0392 0.00

Track and Field Courses

- HH/PKIN 0600 0.00
- HH/PKIN 0601 0.00

Additional Courses

- HH/PKIN 0801 0.00
- HH/PKIN 0811 0.00
- HH/PKIN 0812 0.00
- HH/PKIN 0813 0.00
- HH/PKIN 0821 0.00
- HH/PKIN 0822 0.00
- HH/PKIN 0840 0.00
- HH/PKIN 0861 0.00

- HH/PKIN 0261 0.00
- HH/PKIN 0262 0.00
- HH/PKIN 0265 0.00
- HH/PKIN 0270 0.00
- HH/PKIN 0285 0.00
- HH/PKIN 0286 0.00
- HH/PKIN 0291 0.00
- HH/PKIN 0292 0.00
- HH/PKIN 0294 0.00
- HH/PKIN 0295 0.00

Dance/Gymnastics Courses

- HH/PKIN 0500 0.00
- HH/PKIN 0502 0.00
- HH/PKIN 0503 0.00
- HH/PKIN 0512 0.00
- HH/PKIN 0513 0.00
- HH/PKIN 0514 0.00
- HH/PKIN 0560 0.00
- HH/PKIN 0562 0.00
- HH/PKIN 0565 0.00
- HH/PKIN 0570 0.00
- HH/PKIN 0575 0.00
- HH/PKIN 0585 0.00
- HH/PKIN 0590 0.00
- HH/PKIN 0595 0.00
- HH/PKIN 0597 0.00

Emergency Care Courses

- HH/PKIN 0750 0.00
- HH/PKIN 0751 0.00
- HH/PKIN 0761 0.00
- HH/PKIN 0762 0.00
- HH/PKIN 0770 0.00

Individual and Dual Sports Courses

- HH/PKIN 0400 0.00
- HH/PKIN 0401 0.00
- HH/PKIN 0402 0.00
- HH/PKIN 0403 0.00
- HH/PKIN 0404 0.00
- HH/PKIN 0405 0.00
- HH/PKIN 0406 0.00
- HH/PKIN 0408 0.00
- HH/PKIN 0409 0.00
- HH/PKIN 0410 0.00
- HH/PKIN 0411 0.00
- HH/PKIN 0415 0.00
- HH/PKIN 0416 0.00
- HH/PKIN 0435 0.00
- HH/PKIN 0436 0.00
- HH/PKIN 0437 0.00

- HH/PKIN 0862 0.00

York-Seneca-Georgian Collaborative BScN Program

Students in the four-year Collaborative BScN program select one of two collaborative partner sites (Seneca College or Georgian College) for Years 1 and 2 of their degree followed by Years 3 and 4 at York University.

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in the major must be taken at York University.

Graduation: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.

120 credits including:

- 60 credits for successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology.

General education requirements: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies

Note 1: Students who have been granted 60 credits for successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology will be deemed to have fulfilled the following general education requirements for the Collaborative BScN program.

Note 2: It is required that students complete the general education requirements above within their first 54 credits.

- HH/PKIN 0440 0.00
- HH/PKIN 0460 0.00
- HH/PKIN 0465 0.00
- HH/PKIN 0470 0.00

Team Sports Courses

- HH/PKIN 0301 0.00
- HH/PKIN 0302 0.00
- HH/PKIN 0303 0.00
- HH/PKIN 0304 0.00
- HH/PKIN 0305 0.00
- HH/PKIN 0306 0.00
- HH/PKIN 0307 0.00
- HH/PKIN 0308 0.00
- HH/PKIN 0312 0.00
- HH/PKIN 0313 0.00
- HH/PKIN 0324 0.00
- HH/PKIN 0328 0.00
- HH/PKIN 0329 0.00
- HH/PKIN 0330 0.00
- HH/PKIN 0332 0.00
- HH/PKIN 0333 0.00
- HH/PKIN 0336 0.00
- HH/PKIN 0340 0.00
- HH/PKIN 0350 0.00
- HH/PKIN 0390 0.00
- HH/PKIN 0392 0.00

Track and Field Courses

- HH/PKIN 0600 0.00
- HH/PKIN 0601 0.00

Additional Courses

- HH/PKIN 0801 0.00
- HH/PKIN 0811 0.00
- HH/PKIN 0812 0.00
- HH/PKIN 0813 0.00
- HH/PKIN 0821 0.00
- HH/PKIN 0822 0.00
- HH/PKIN 0840 0.00
- HH/PKIN 0861 0.00
- HH/PKIN 0862 0.00

York-Seneca-Georgian Collaborative BScN Program

Students in the four-year Collaborative BScN program select one of two collaborative partner sites (Seneca College or Georgian College) for Years 1 and 2 of their degree followed by Years 3 and 4 at York University.

Year 3 and 4 (Completed at York University)

60 credits, including:

Major requirements: a minimum of 48 major credits in nursing as follows:

- HH/NURS 3514 3.00
- HH/NURS 3515 3.00
- HH/NURS 3524 6.00
- HH/NURS 4516 3.00
- HH/NURS 4525 6.00
- HH/NURS 4526 6.00
- HH/NURS 4527 9.00
- HH/NURS 4528 3.00
- HH/NURS 4546 3.00
- and six nursing (NURS) credits at the 3000 level or higher.

In addition, students must complete a minimum of six credits as follows:

- Either HH/PSYC 2021 3.00 or HH/KINE 2050 3.00
- plus SC/BIOL 2900 3.00.

Note: HH/NURS 3524 6.00, HH/NURS 4525 6.00 and HH/NURS 4526 6.00 have a practicum component. Students need to pass both the classroom and practical components in order to pass the course. If the grade for the practicum component is "fail" then the overall final course grade will be "F". HH/NURS 4527 9.00 is a practicum course for which all aspects must be completed successfully to earn a "credit" in the course. Failure to do so results in "no credit".

Required courses outside the major: a minimum of six credits outside nursing at the 3000 level or higher.

Upper-level requirement: a minimum of 54 credits must be taken at the 3000 level or above, including at least 30 credits at the 4000 level.

Psychology (Specialized Honours BA Program): 120 Credits

Admission: Admission to this program is by permission of the department. To apply, students must be currently enrolled in an Honours program in Psychology, with a minimum overall cumulative grade point average of 7.00 (B+), and must have completed HH/PSYC 1010 6.00 (with a minimum grade of C), HH/PSYC 2010 3.00, HH/PSYC 2020 6.00 and HH/PSYC 2030 3.00 or equivalent. The application process, and all necessary forms, are available online

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in the major must be taken at York University.

Graduation: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.

120 credits including:

- 60 credits for successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology.

General education requirements: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies

Note 1: Students who have been granted 60 credits for successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology will be deemed to have fulfilled the following general education requirements for the Collaborative BScN program.

Note 2: It is required that students complete the general education requirements above within their first 54 credits.

Year 3 and 4 (Completed at York University)

60 credits, including:

Major requirements: a minimum of 48 major credits in nursing as follows:

- HH/NURS 3514 3.00
- HH/NURS 3515 3.00
- HH/NURS 3524 6.00
- HH/NURS 4516 3.00
- HH/NURS 4525 6.00
- HH/NURS 4526 6.00
- HH/NURS 4527 9.00
- HH/NURS 4528 3.00
- HH/NURS 4546 3.00

at <http://psyc.info.yorku.ca/>, or through the Department of Psychology Undergraduate Office.

Continuing: to continue in the Specialized Honours program, students must maintain an overall cumulative grade point average of at least 7.00 (B+).

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 7.00 (B+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is required that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Major credits: students must complete a minimum of 60 credits in psychology, including at least 12 credits at the 4000 level.

- and six nursing (NURS) credits at the 3000 level or higher.

In addition, students must complete a minimum of six credits as follows:

- Either HH/PSYC 2021 3.00 or HH/KINE 2050 3.00
- plus SC/BIOL 2900 3.00.

Note: HH/NURS 3524 6.00, HH/NURS 4525 6.00 and HH/NURS 4526 6.00 have a practicum component. Students need to pass both the classroom and practical components in order to pass the course. If the grade for the practicum component is "fail" then the overall final course grade will be "F". HH/NURS 4527 9.00 is a practicum course for which all aspects must be completed successfully to earn a "credit" in the course. Failure to do so results in "no credit".

Required courses outside the major: a minimum of six credits outside nursing at the 3000 level or higher.

Upper-level requirement: a minimum of 54 credits must be taken at the 3000 level or above, including at least 30 credits at the 4000 level.

Psychology (Specialized Honours BA Program): 120 Credits

Admission: Admission to this program is by permission of the department. To apply, students must be currently enrolled in an Honours program in Psychology, with a minimum overall cumulative grade point average of 7.00 (B+), and must have completed HH/PSYC 1010 6.00 (with a minimum grade of C), HH/PSYC 2010 3.00, HH/PSYC 2020 6.00 and HH/PSYC 2030 3.00 or equivalent. The application process, and all necessary forms, are available online at <http://psyc.info.yorku.ca/>, or through the Department of Psychology Undergraduate Office.

Continuing: to continue in the Specialized Honours program, students must maintain an overall cumulative grade point average of at least 7.00 (B+).

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 7.00 (B+).

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00
- HH/PSYC 2030 3.00
- HH/PSYC 3000 3.00
- HH/PSYC 3010 3.00
- HH/PSYC 3031 3.00
- HH/PSYC 3125 3.00
- HH/PSYC 4001 6.00 or HH/PSYC 4175 6.00

At least six credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least six credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least six additional credits in psychology (PSYC) at the 3000 level.

At least six additional credits in psychology (PSYC) at the 4000 level.

Note 1: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Note 2: to be eligible to enroll in 4000-level psychology courses, students must be enrolled in an Honours program and must have: at least 84 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is required that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of [Health courses](#) as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Major credits: students must complete a minimum of 60 credits in psychology, including at least 12 credits at the 4000 level.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00
- HH/PSYC 2030 3.00
- HH/PSYC 3000 3.00
- HH/PSYC 3010 3.00
- HH/PSYC 3031 3.00
- HH/PSYC 3125 3.00
- HH/PSYC 4001 6.00 or HH/PSYC 4175 6.00

Psychology (Honours BA Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Major credits: students must complete at least 48 credits in psychology, including at least 12 credits at the 4000 level.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00

At least six credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least six credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least six additional credits in psychology (PSYC) at the 3000 level.

At least six additional credits in psychology (PSYC) at the 4000 level.

Note 1: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Note 2: to be eligible to enroll in 4000-level psychology courses, students must be enrolled in an Honours program and must have: at least 84 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Psychology (Honours BA Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- HH/PSYC 2030 3.00
- HH/PSYC 4180 6.00

At least three credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least three credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least three additional credits chosen from Group 1 (2100 series) or Group 2 (2200 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00
- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least nine credits in psychology (PSYC) at the 3000 level.

At least six credits in psychology (PSYC) at the 4000 level.

Note 1: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Note 2: to be eligible to enrol in 4000-level psychology courses, students must be enrolled in an Honours program and must have: at least 84 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Major credits: students must complete at least 48 credits in psychology, including at least 12 credits at the 4000 level.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00
- HH/PSYC 2030 3.00
- HH/PSYC 4180 6.00

At least three credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00

Psychology (BA Program): 90 Credits

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

Graduation requirement: all graduates must complete a total of at least 90 credits with a minimum overall cumulative grade point average of 4.00 (C).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Major credits: students must complete at least 33 credits in psychology, including at least 12 credits at the 3000 level in psychology.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00

- HH/PSYC 2130 3.00

At least three credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least three additional credits chosen from Group 1 (2100 series) or Group 2 (2200 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00
- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least nine credits in psychology (PSYC) at the 3000 level.

At least six credits in psychology (PSYC) at the 4000 level.

Note 1: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Note 2: to be eligible to enrol in 4000-level psychology courses, students must be enrolled in an Honours program and must have: at least 84 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Psychology (BA Program): 90 Credits

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

- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00
- HH/PSYC 2030 3.00

At least three credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least three credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least twelve credits from psychology (PSYC) at the 3000 level.

Note: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Psychology (Specialized Honours BSc Program): 120 Credits

Admission: Admission to this program is by permission of the department. To apply, students must be currently enrolled in an Honours program in Psychology, with a minimum overall cumulative grade point average of 7.00 (B+), and must have completed HH/PSYC 1010 6.00 (with a minimum grade of C), HH/PSYC 2010 3.00, HH/PSYC 2020 6.00 and HH/PSYC 2030 3.00 or equivalent. The application process, and all necessary forms, are available online at <http://psyc.info.yorku.ca/>, or through the Department of Psychology Undergraduate Office.

Continuing: to continue in the Specialized Honours program, students must maintain an overall cumulative grade point average of at least 7.00 (B+).

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required

Graduation requirement: all graduates must complete a total of at least 90 credits with a minimum overall cumulative grade point average of 4.00 (C).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Major credits: students must complete at least 33 credits in psychology, including at least 12 credits at the 3000 level in psychology.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00
- HH/PSYC 2030 3.00

in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 7.00 (B+).

General education requirement: a minimum of 48 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is required that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and Faculty of Health general education courses.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00

At least three credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least three credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least twelve credits from psychology (PSYC) at the 3000 level.

Note: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Psychology (Specialized Honours BSc Program): 120 Credits

Admission: Admission to this program is by permission of the department. To apply, students must be currently enrolled in an Honours program in Psychology, with a minimum overall cumulative grade point average of 7.00 (B+), and must have completed HH/PSYC 1010 6.00 (with a minimum grade of C), HH/PSYC 2010 3.00, HH/PSYC 2020 6.00 and HH/PSYC 2030 3.00 or equivalent. The application process, and all necessary forms, are available online at <http://psyc.info.yorku.ca/>, or through the Department of Psychology Undergraduate Office.

Continuing: to continue in the Specialized Honours program, students must maintain an overall cumulative grade point average of at least 7.00 (B+).

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

- LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits: students must complete a minimum of 60 credits in psychology.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00
- HH/PSYC 2030 3.00
- HH/PSYC 3000 3.00
- HH/PSYC 3010 3.00
- HH/PSYC 3031 3.00
- HH/PSYC 3125 3.00
- HH/PSYC 4001 6.00 or HH/PSYC 4175 6.00

At least six credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least six credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least six additional credits from psychology (PSYC) at the 3000 level.

At least six additional credits from psychology (PSYC) at the 4000 level.

Note 1: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 7.00 (B+).

General education requirement: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is required that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: general education requirements are satisfied by taking approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00

Note 2: to be eligible to enrol in 4000-level psychology courses, students must be enrolled in an Honours program and must have: at least 84 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 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 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 4310 3.00
 - HH/KINE 4315 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

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

- LE/EECS 1570 3.00
- 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 1410 6.00 **or** SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits: students must complete a minimum of 60 credits in psychology.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 **or** HH/PSYC 2021 3.00 **and** HH/PSYC 2022 3.00
- HH/PSYC 2030 3.00
- HH/PSYC 3000 3.00
- HH/PSYC 3010 3.00
- HH/PSYC 3031 3.00
- HH/PSYC 3125 3.00
- HH/PSYC 4001 6.00 **or** HH/PSYC 4175 6.00

At least six credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least six credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least six additional credits from psychology (PSYC) at the 3000 level.

At least six additional credits from psychology (PSYC) at the 4000 level.

Note 1: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Psychology (Honours BSc Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education requirement: a minimum of 48 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is required that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and Faculty of Health general education courses.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00

Note 2: to be eligible to enrol in 4000-level psychology courses, students must be enrolled in an Honours program and must have: at least 84 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 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 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 4310 3.00
 - HH/KINE 4315 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

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

- SC/MATH 1025 3.00
- SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits: students must complete a minimum of 48 credits in psychology.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00
- HH/PSYC 2030 3.00
- HH/PSYC 4180 6.00

At least three credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least three credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least three additional credits chosen from Group 1 (2100 series) or Group 2 (2200 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00
- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00

Psychology (Honours BSc Program): 120 Credits

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

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education requirement: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is required that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and Faculty of Health general education courses.

Note 4: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

- HH/PSYC 2260 3.00

At least nine credits in psychology (PSYC) at the 3000 level.

At least six credits in psychology (PSYC) at the 4000 level.

Note 1: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Note 2: to be eligible to enroll in 4000-level psychology courses, students must be enrolled in an Honours program and must have: at least 84 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 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 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 4310 3.00
 - HH/KINE 4315 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

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 **or** SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits: students must complete a minimum of 48 credits in psychology.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 **or** HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00
- HH/PSYC 2030 3.00
- HH/PSYC 4180 6.00

At least three credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least three credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least three additional credits chosen from Group 1 (2100 series) or Group 2 (2200 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 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

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.

Psychology (BSc Program): 90 Credits

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

Graduation requirement: all graduates must complete a total of at least 90 credits with a minimum overall cumulative grade point average of 4.00 (C).

General education requirement: a minimum of 48 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is required that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking approved humanities or social science categories

- HH/PSYC 2130 3.00
- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least nine credits in psychology (PSYC) at the 3000 level.

At least six credits in psychology (PSYC) at the 4000 level.

Note 1: to be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Note 2: to be eligible to enroll in 4000-level psychology courses, students must be enrolled in an Honours program and must have: at least 84 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 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 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 4310 3.00
 - HH/KINE 4315 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

courses and Faculty of Health general education courses.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 or SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits: students must complete at least 33 credits in psychology.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00
- HH/PSYC 2030 3.00

At least three credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

At least three credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 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

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.

Psychology (BSc Program): 90 Credits

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

Graduation requirement: all graduates must complete a total of at least 90 credits with a minimum overall cumulative grade point average of 4.00 (C).

General education requirement: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- 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 & Professional Studies

Note 1: it is required that students complete the general education requirements above within their first 54 credits.

Note 2: 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.

Note 3: [general education requirements](#) are satisfied by taking approved humanities or social science categories courses and Faculty of Health general education courses.

At least twelve credits from psychology (PSYC) courses at the 3000 level

Note: To be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 18 credits at the 3000 level or 4000 level, including 12 credits in the major.

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 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 4310 3.00
 - HH/KINE 4315 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

Electives: 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.

Note 4: Students have the option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses from this list that are used as substitutes for general education credits may not also count as credits towards the major.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1505 6.00
- three credits selected from:
 - LE/EECS 1520 3.00
 - LE/EECS 1540 3.00
 - LE/EECS 1570 3.00
- 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 1410 6.00 **or** SC/PHYS 1420 6.00
 - SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
 - SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.

Major credits: students must complete at least 33 credits in psychology.

Psychology courses must include:

- HH/PSYC 1010 6.00 (with a minimum grade of C)
- HH/PSYC 2010 3.00
- HH/PSYC 2020 6.00 **or** HH/PSYC 2021 3.00
- HH/PSYC 2030 3.00

At least three credits chosen from Group 1 (2100 series):

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2130 3.00

Course Substitutes
Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
HH/PSYC 1010 6.00	AK/PSYC 2410 6.00, GL/PSYC 2510 6.00
HH/PSYC 2020 6.00	AP/ECON 2500 3.00 and AP/ECON 3500 3.00 AK/ECON 3470 3.00 (prior to winter 2008) and AP/ECON 3480 3.00 HH/KINE 2050 3.00 and HH/KINE 3150 3.00 SC/MATH 2560 3.00 and SC/MATH 2570 3.00 HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00 AK/PSYC 2510 3.00 (prior to winter 2002) and AK/PSYC 3110 3.00 (prior to summer 2002)
HH/PSYC 2021 3.00	AP/ADMS 2320 3.00 (prior to fall 2016) SC/BIOL 2060 3.00 AP/ECON 2500 3.00 AK/ECON 3470 3.00 (prior to winter 1998) HH/KINE 2050 3.00 SC/MATH 2560 3.00 GL/PSYC 2530 3.00 AK/PSYC 2510 3.00 (prior to winter 2002)
HH/PSYC 2022 3.00	AP/ECON 3500 3.00 AP/ECON 3480 3.00 HH/KINE 3150 3.00 SC/MATH 2570 3.00 AK/PSYC 3110 3.00 (prior to summer 2002)
HH/PSYC 2030 3.00	EU/ENVS 2009 3.00 EU/ENVS 3009 3.00 (prior to winter 2006) HH/KINE 2049 3.00 GL/PSYC 2520 3.00 (prior to winter 2001)
HH/PSYC 4180 6.00	HH/PSYC 4170 6.00

At least three credits chosen from Group 2 (2200 series):

- HH/PSYC 2220 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 2240 3.00
- HH/PSYC 2260 3.00

At least twelve credits from psychology (PSYC) courses at the 3000 level

Note: To be eligible to enroll in 3000-level psychology courses, students must have: at least 54 credits, HH/PSYC 1010 6.00 with a minimum grade of C and all additional course prerequisites.

Upper-level credits: a minimum of 18 credits at the 3000 level or 4000 level, including 12 credits in the major.

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 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 4310 3.00
 - HH/KINE 4315 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

Electives: 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.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

PROGRAM COURSE	COURSE SUBSTITUTES
HH/PSYC 1010 6.00	AK/PSYC 2410 6.00, GL/PSYC 2510 6.00
HH/PSYC 2020 6.00	AP/ECON 2500 3.00 and AP/ECON 3500 3.00 AK/ECON 3470 3.00 (prior to winter 2008) and AP/ECON 3480 3.00 HH/KINE 2050 3.00 and HH/KINE 3150 3.00 SC/MATH 2560 3.00 and SC/MATH 2570 3.00 HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00 AK/PSYC 2510 3.00 (prior to winter 2002) and AK/PSYC 3110 3.00 (prior to summer 2002)
HH/PSYC 2021 3.00	AP/ADMS 2320 3.00 (prior to fall 2016) SC/BIOL 2060 3.00 AP/ECON 2500 3.00 AK/ECON 3470 3.00 (prior to winter 1998) HH/KINE 2050 3.00 SC/MATH 2560 3.00 GL/PSYC 2530 3.00 AK/PSYC 2510 3.00 (prior to winter 2002)
HH/PSYC 2022 3.00	AP/ECON 3500 3.00 AP/ECON 3480 3.00 HH/KINE 3150 3.00 SC/MATH 2570 3.00 AK/PSYC 3110 3.00 (prior to summer 2002)
HH/PSYC 2030 3.00	EU/ENVS 2009 3.00 EU/ENVS 3009 3.00 (prior to winter 2006)

		HH/KINE 2049 3.00 GL/PSYC 2520 3.00 (prior to winter 2001)	
	HH/PSYC 4180 6.00	HH/PSYC 4170 6.00	

 **Re: Confirmation of SON Approval for FoH Faculty-Wide Requirement Option**



Irfan Aslam

Today at 12:46 PM

To: Karin Page-Cuttrara; **Cc:** Susan J. E. Murtha 

Hi Karin, I am writing to confirm that the agenda item “**Faculty of Health Faculty-Wide Proposal – Major Modification**”. was approved today at the school council.

Regards,

Irfan

Irfan Aslam,
Assistant Professor Teaching
School of Nursing
FACULTY OF HEALTH



 **Pedagogy aid to transition**



Michael K Connor

To: Susan J. E. Murtha

 You replied to this message on 2020-10-27, 11:49 AM.

 This message is flagged for follow up.

Hi Susan,

Our curriculum committee approved this Pedagogy aid to transition Proposal in principle and we will bring it to our faculty council.

Mike

Michael K. Connor Ph.D.
Associate Professor and Undergraduate Program Director
Kinesiology and Health Science
York University
Toronto, ON
M3J 1P3

Proposal for a within Faculty-outside major course option



Lynda van Dreumel

Today at 10:29 AM

To: Susan J. E. Murtha; Cc: Liane R Ginsburg

The School of Health Policy and Management Curriculum Committee reviewed the STuUDS working group proposal for a within faculty-outside major course option at our September 24th and October 15th meetings.

The SHPM Curriculum Committee expressed support for the proposal in principle and two redeveloped 1000-level 3.00 credit courses were identified as potential offerings to satisfy the components of Pedagogy to Aid Transition: HLST 1010 3.00 and HLST 1011 3.00.

Ongoing issues for discussion within SHPM include capacity to make some spaces available within our current resources, potential demand for seats in the mid to long term, as well as feasibility of expanding capacity within these courses to meet potential demand.

The proposal will proceed to the SHPM Faculty Meeting on November 12th for discussion and decision.

Sincerely,

Lynda van Dreumel (she/her) • Assistant Professor
Undergraduate Program Director, School of Health Policy & Management

YORK UNIVERSITY
Stong College Room 338 • 4700 Keele Street
Toronto ON • Canada M3J 1P3
T 416.736.2100 ext. 22762
lyndavd@yorku.ca • www.shpm.info.yorku.ca

Within the Faculty but Outside the Major



updpysc
To: Susan J. E. Murtha

Yesterday at 11:21 PM

Dear Susan,

I'm pleased to report that the motion to approve the 'Within the Faculty but Outside the Major' option has been approved by the Psychology Undergraduate Studies Committee. I will be bringing this motion to the Psychology Executive on Monday November 9th for further approval.

Please let me know if you require any additional information.

Kind regards

Karen

Dr. Karen Fergus
Undergraduate Program Director
Department of Psychology