Major Modification to Existing Program

Addition of 90-credit exit degree options

School of Kinesiology and Health Science

Faculty of Health

Submitted to Faculty of Health: November 2023

Proposed Program Launch: September 2024

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York University

Major Modifications to Existing Programs

TEMPLATE

Major Modifications to Existing Programs fall under Section 5 of the York University Quality Assurance Procedures (YUQAP).

Full YUQAP can be found here: https://yuqap.info.yorku.ca/

MAJOR MODIFICATIONS TYPICALLY INCLUDE ONE OR MORE OF THE FOLLOWING FEATURES:

a) Substantive changes to learning outcomes and/or approved requirements that comprise up to approximately one-third of the program.
b) Major changes to courses comprising a significant proportion of the program and making an important contribution to meeting program learning outcomes (approximately one-third of courses).
c) The addition of a new major (undergraduate) where a similar major exists.
d) Change in program name and/or degree nomenclature when this results in a change in learning outcomes.
e) Addition or deletion of streams.
f) Establishment of undergraduate certificates.
g) The merger of two or more programs.
h) The creation of combined degrees (existing programs), either undergraduate, graduate, or undergraduate/graduate.
i) Establishment of a minor program or option.
j) The addition of new options or significant changes to a program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus and/or online/hybrid delivery).
k) At the master's level, the introduction or deletion of a major research paper or thesis, or a course-only, co-op, placement, internship, or practicum option.
l) A new specialization at the graduate level.
m) The introduction or deletion of a field in a graduate program.
n) The creation of a collaborative specialization at the graduate level.
o) Significant change to graduate degree requirements, including comprehensive exams and thesis requirements, that result in a significant change to the learning outcomes (see point a above).

Note that separate templates exist for other types of Major Modifications, specifically:

- New undergraduate certificates
- Closure of undergraduate certificates (see Program Closure template)

Major Modifications Proposal

Faculty: Health

Department: Kinesiology and Health Science

1. **Program**: B.A. and B.Sc. in Movement and Health

Degree Designation: B.A. and B.Sc.

Type of Modification:

2. *(Examples include deletion of or change to a field; changes to program requirements/content that affects the learning outcomes.)* Creation of new 90-credit programs, entitled" Movement and Health", which will provide alternate 90-credit degree exit options to the existing BA and BSc Specialized Honours in Kinesiology and Health Science.

Location: Keele Campus
(current campus and, if applicable, proposed)

Effective Date: Fall 2024 (with a program operation date of May 2024)

Overview

1. Provide a brief summary of the proposed changes to the program.

Currently the undergraduate programs offered in the School of Kinesiology and Health Science are Specialized Honours programs, which reflect the breadth and depth needed for accreditation as a degree in Kinesiology. The proposed new programs will graduate students with an expertise in the connections between movement and health. The proposed programs will provide 90-credit degree exit options for students in Kinesiology and Health Science (KHS) who are, 1) not interested in becoming a kinesiologist but want to specialize in movement and health, 2) in KHS and want to complete their degree in 3 years in order to move onto other programs such as medicine or due to social pressures such as financial need, or 3) in KHS and do not maintain honours standing. Two degrees will be offered as exit options to students in the BA and BSc Specialized Honours programs: a Bachelor of Arts in Movement and Health and a Bachelor of Science in Movement and Health.

2. Provide the rationale for the proposed changes.

The B.A. and B.Sc. in Kinesiology and Health Science that are currently offered are, of necessity, honours programs. Like Nursing, Kinesiology is a regulated health care profession in the province of Ontario. To use the title "Kinesiologist", a person must be registered with the College of Kinesiologists of Ontario (CKO). The primary requirement to become registered with CKO is to write and pass the entry-to-practice exam. To write the exam an applicant must have the appropriate educational background. An applicant with an honours degree from a School of Kinesiology in Ontario is automatically approved to take the exam. Applicants with other education backgrounds can apply but given the breadth and depth of knowledge required it is difficult to demonstrate they have courses covering all required knowledge areas in less than 4 years of study. In addition, the KHS program at York University is accredited by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) which requires a 4-year program for accreditation.

There is a need for a 90-credit degree option for students who do not wish to practice as a Registered Kinesiologist, particularly those who wish to support human health through movement, using their degree to work in a range of fields including physical activity specialist, fitness, injury prevention, paramedicine. In an era where sitting has become the new smoking in terms of health outcomes and obesity is an ongoing epidemic, the Faculty of Health (FoH) would benefit from a program option that provides the focus on movement and health. The School of Kinesiology and Health Science's most recent cyclical program review strongly supported a 90-credit degree option. The acting Dean in their response noted 'The issue has reached a tipping point'.

A 90-credit degree option focused on the relationship between movement and health will reduce the breadth of courses needed for students currently in KHS to graduate. It will support students who need a 90-credit exit option by necessity (unable to maintain honours standing) or choice (have a career opportunity such as acceptance to medicine or need to graduate due to financial pressures and want to graduate earlier).

Since the creation of the Faculty of Health, KHS students unable to maintain honours standing have been automatically exited from their program and transferred into another degree program for which they were eligible in the Department of Psychology. Effective May 2024, however, these students will instead be exited from the University because this automatic program transfer has been discontinued as of Sept. 1, 2023.Even when the Psychology transfer was available as an exit option for KHS students, many did not find a fit within the Psychology program. While not a degree in KHS, the proposed degrees in Movement and Health will prevent the automatic exiting of students from the University as of May 2024, and retain students by providing an exit degree with learning outcomes related to their interests.

Therefore, the proposed 90-credit degree options provide fairness to students and an opportunity to continue in their chosen School.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.[1]

These changes align with both the University Academic Plan (UAP) and FoH Academic Plans, with a focus on student success and learning, and retention for the reasons noted above.

In terms of the UAP, these proposed degrees align with the priorities for: 1) 21st Century Learning, where students will be offered a wider range of opportunities that address emerging issues of access; and From Access to Success, where students will have more choice in terms of changes in their academic standing.

In addition to the UAPs, the new degrees are aligned to SDG #3 Good Health and Well-Being by facilitating and promoting well-being for all at all ages.

This proposal also meets the draft Strategic Plan for the FoH which focuses on 'Enriching the Student Experience' with a goal to 'enhance our learners' capacity to succeed in their education', and help graduates keep more people healthier longer, as the focus of the new degree programs will be on movement and health.

4. Provide a detailed outline of the changes to the program. Include 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.

The new degree programs, as exit options, will have as their major requirements the current first year Kinesiology core courses (HH/KINE 1000 6.0, HH/KINE 1020 6.0, and HH/KINE 1900 3.0), second year core courses focusing on human anatomy, physiology, research methods and movement (HH/KINE 2011 3.0, HH/KINE 2031 3.0, HH/KINE 2049 3.0 and HH/KINE 2900 3.0) and a new course (HH/KINE 3800 3.0) Applied Human Movement which will synthesize the effects of biomechanical and physiological loads during human movement. An additional 9 credits will be required from HH/KINE at the 3000 level.

Calendar copy details can be found in Appendix A.

[1] This can include the 2020-2025 University Academic Plan, the 2018-2023 Strategic Research Plan, the UN Sustainable Development Goals (SDGs), A Framework and Action Plan on Black Inclusion, the Indigenous Framework for York University, and others, along with Faculty plans and frameworks.

Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.[2] Identify and map how these Learning Outcomes meet Ontario's Degree Level Expectations. Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

By the end of this program, graduates will be able to:

1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.
2. Use research and information about the human body, health, and physical activity, across different platforms and sources.
3. Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.
4. Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.
5. Promote the fundamentals of movement and health of individuals and communities.
6. Apply practical skills and knowledge of assessment about the human body, health, and physical activity for individuals across the lifespan.

A detailed Curriculum Map can be found in Appendix B.

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The Program Learning Outcomes for the new programs are slightly modified from the Program Learning Outcomes for the Honours degrees in Kinesiology and Health Science due to the more focussed nature of the new exit options with an applied approach to movement and health. A comparative table of the PLOs associated with the new degree compared to honours degree is found in Appendix C.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

How the PLO's will be assessed is incorporated in the Curriculum map found in Appendix B.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

[2] Ideally, a program would have 8-12 Program Learning Outcomes (PLOs) that clearly reflect how the program meets Ontario's Degree Level Expectations. Support for visioning, defining, and mapping your PLOs can be found in the Office of the Vice Provost Academic.

There will be no changes to the School's admission requirements. The School will continue to only admit to the Specialized Honours BA and BSc programs; those requirements are unchanged by this proposal. This is an exit only program.

Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.
Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

The mode of delivery of the program will remain the same.

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

The assessment of teaching and learning will be the same.

Resources

11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. 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.

Retention of students within KHS will lead to larger class sizes in the first to third year core courses, leading to more laboratory/tutorial sections being required and the potential for added sections for the larger classes. A new required course will be created for this program only. While there may be space in some existing KHS elective courses, net new sections (specifically in 3000-level electives) may need to be added to accommodate these students. Please see attached letter of support from the Dean of the Faculty of Health.

Consultation

12. Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

The impetus to look at a 90-credit degree within the School of Kinesiology and Health Science arose from the inability of Psychology to continue to accept the transfer of students unable to maintain honours standing in the School of Kinesiology and Health Science. Consultation has occurred amongst the Deans, Chairs and Undergraduate Program Directors within the Faculty of Health units that have 90-credit degree programs, and it was clear there was not sufficient space to accommodate all of the KHS students who were directed to transfer to their programs after receiving an academic decision of 'ineligible to continue in Honours', in addition to the Office of Student Academic Success (OSAS), who are in regular contact with these students and support their transition between programs. All groups consulted supported the creation of a 90-credit degree within the School of Kinesiology and Health Science.

13. Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

This modification is an opportunity for our students to be accommodated and to have choice and flexibility in completion of a degree in their area of interest. As of May 2024, students not maintaining honours standing will be exited from the university if they are unable to find a 90-credit program that they will accept them. Even if they do find a program that will accept them, it will not be in a program related to KHS and is therefore likely to be of less interest to them, as it would decrease their ability to achieve their career goals. Therefore, this proposal addresses current students' inability to continue in a program at York and the FoH. Students unable to continue in the existing BA and BSc Specialized Honours in Kinesiology and Health Science because they do not achieve honours standing, will be automatically switched to the BA and BSc in Movement and Health. Students wishing to transfer after 3 years, who have taken the recommended program in Honours Kinesiology will have taken both HH/KINE 3030 3.0 (Biomechanics of Human Movement) and HH/KINE 4010 3.0 (Exercise Physiology) and therefore will have satisfied the HH/KINE3800 3.0 requirement.

ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:

- A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
- A curriculum map
- Consultation and support letters

Appendix A: Calendar Copy For Students entering KHS in 2024/2025

Existing Calendar Copy (Change From): *(~~Strikethrough~~ for deletions)*	**Proposed Calendar Copy (Change To):** *(Additions in **bold**)*	**Proposed Calendar Copy (Change To; New Grading Scheme)** *(Additions in **bold**)*
BA and BSC Specialized Honours in Kinesiology and Health Science ~~Students with a cumulative grade point average of 4.00 or above may request to switch to an alternate 90-credit Bachelor program to continue their studies, subject to meeting the entry requirements of the program. Students with a cumulative grade point average below 4.00 will be ineligible to continue their studies at the University~~		
	Movement and Health (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	**Movement and Health (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 fulfil general	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 **1.70 (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 fulfil 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 yorku.ca/health/academic-resources/general-education-requirements/. **Note 4:** Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ **Major credits:** Students must complete a minimum of 39 major credits in kinesiology and health science. **Core Courses (39 credits):** • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00	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 yorku.ca/health/academic-resources/general-education-requirements/. **Note 4:** Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ **Major credits:** Students must complete a minimum of 39 major credits in kinesiology and health science. **Core Courses (39 credits):** • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00

	• HH/KINE 2900 3.00 • HH/KINE 3800 3.00 • at least 9 additional kinesiology and health science (KINE) credits at the 3000 level. **Upper-level credits:** a minimum of 18 credits must be taken at the 3000 level or 4000 level including 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 fulfil upper-level credits. **Electives**: 15 credits **Additional Notes** **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: HH/KINE 3800 3.0** **Course Substitutes: HH/KINE 3030 3.0 AND HH/KINE 4010 3.0**	• HH/KINE 2900 3.00 • HH/KINE 3800 3.00 • at least 9 additional kinesiology and health science (KINE) credits at the 3000 level. **Upper-level credits:** a minimum of 18 credits must be taken at the 3000 level or 4000 level including 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 fulfil upper-level credits. **Electives**: 15 credits **Additional Notes** **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: HH/KINE 3800 3.0** **Course Substitutes: HH/KINE 3030 3.0 AND HH/KINE 4010 3.0**

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	○ SC/MATH 1506 3.00 **and** SC/MATH 1507 3.00 • 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 a minimum of 39 major credits in kinesiology and health science. **Core Courses (39 credits):** • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2900 3.00	○ SC/MATH 1506 3.00 **and** SC/MATH 1507 3.00 • 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 a minimum of 39 major credits in kinesiology and health science. **Core Courses (39 credits):** • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2900 3.00

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	HH/PSYC3630 - The Psychology of the Family (3.00) HH/PSYC3670 - Psychology of Sexual Orientation (3.00) HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00) **Electives**: 15 Credits **Additional Notes** **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: HH/KINE 3800 3.0** **Course Substitutes: HH/KINE 3030 3.0 AND HH/KINE 4010 3.0**	HH/PSYC3630 - The Psychology of the Family (3.00) HH/PSYC3670 - Psychology of Sexual Orientation (3.00) HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00) **Electives**: 15 Credits **Additional Notes** **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: HH/KINE 3800 3.0** **Course Substitutes: HH/KINE 3030 3.0 AND HH/KINE 4010 3.0**

Appendix B Calendar Copy for students who entered KHS prior to Fall 2024

Existing Calendar Copy (Change From): *(~~Strikethrough~~ for deletions)*	**Proposed Calendar Copy (Change To):** *(Additions in **bold**)*	**Proposed Calendar Copy (Change To; New Grading Scheme)** *(Additions in **bold**)*
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	Movement and Health (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.	**Movement and Health (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 fulfil general education may count toward electives. **Note 3:** general education requirements are satisfied by	**Graduation requirement:** all graduates must complete a total of at least 90 credits with a minimum overall cumulative grade point average of **1.70 (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 fulfil 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 yorku.ca/health/academic-resources/general-education-requirements/. **Note 4:** Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ **Major credits:** Students must complete a minimum of 33 major credits in kinesiology and health science. **Core Courses (33 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 3800 3.00 • at least 9 additional kinesiology and health science (KINE) credits at the 3000 level.	taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. **Note 4:** Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ **Major credits:** Students must complete a minimum of 33 major credits in kinesiology and health science. **Core Courses (33 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 3800 3.00 • at least 9 additional kinesiology and health science (KINE) credits at the 3000 level.

	Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level including 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 fulfil upper-level credits. **Practicum (PKIN):** 0 Total Credits Complete all of the following In addition to the 90-credit minimum degree requirement, students must take six (6) practicum (PKIN) courses including at least one course in each of the following practicum areas: • Aquatic • Track and Field • Emergency Care 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. **Electives**: 21 credits	**Upper-level credits:** a minimum of 18 credits must be taken at the 3000 level or 4000 level including 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 fulfil upper-level credits. **Practicum (PKIN):** 0 Total Credits Complete all of the following In addition to the 90-credit minimum degree requirement, students must take six (6) practicum (PKIN) courses including at least one course in each of the following practicum areas: • Aquatic • Track and Field • Emergency Care 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. **Electives**: 21 credits

	Additional Notes **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: HH/KINE 3800 3.0** **Course Substitutes: HH/KINE 3030 3.0 AND HH/KINE 4010 3.0** **Practicum Program** All students enrolled in Movement and Health must complete the practicum core, which consists of one practicum course in each of the following three areas: aquatics, emergency care, track and field and an additional three free choice practicum courses, for a total of six courses. A detailed description of the course offerings and requirements is available from the School of Kinesiology and Health Science. Practicum Course List	**Additional Notes** **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: HH/KINE 3800 3.0** **Course Substitutes: HH/KINE 3030 3.0 AND HH/KINE 4010 3.0** **Practicum Program** All students enrolled in Movement and Health must complete the practicum core, which consists of one practicum course in each of the following three areas: aquatics, emergency care, track and field and an additional three free choice practicum courses, for a total of six 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 Movement and Health students in order to graduate, they are not applied towards the academic degree requirements in Movement and Health. 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 Movement and Health 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 0261 0.00 • HH/PKIN 0262 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	While practicum courses are required of all Movement and Health students in order to graduate, they are not applied towards the academic degree requirements in Movement and Health. 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 Movement and Health 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 0261 0.00 • HH/PKIN 0262 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 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 Track and Field Courses • HH/PKIN 0600 0.00 • HH/PKIN 0610 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 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 0597 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 0415 0.00 • HH/PKIN 0435 0.00	• HH/PKIN 0295 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 Track and Field Courses • HH/PKIN 0600 0.00 • HH/PKIN 0610 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 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 0597 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 0415 0.00 • HH/PKIN 0435 0.00

	• HH/PKIN 0436 0.00 • HH/PKIN 0440 0.00 • HH/PKIN 0460 0.00 • HH/PKIN 0465 0.00 Team Sports Courses • HH/PKIN 0301 0.00 • HH/PKIN 0302 0.00 • HH/PKIN 0303 0.00 • HH/PKIN 0305 0.00 • HH/PKIN 0306 0.00 • HH/PKIN 0308 0.00 • HH/PKIN 0312 0.00 • HH/PKIN 0313 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 0340 0.00 • HH/PKIN 0350 0.00 • HH/PKIN 0390 0.00 • HH/PKIN 0392 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	• HH/PKIN 0436 0.00 • HH/PKIN 0440 0.00 • HH/PKIN 0460 0.00 • HH/PKIN 0465 0.00 Team Sports Courses • HH/PKIN 0301 0.00 • HH/PKIN 0302 0.00 • HH/PKIN 0303 0.00 • HH/PKIN 0305 0.00 • HH/PKIN 0306 0.00 • HH/PKIN 0308 0.00 • HH/PKIN 0312 0.00 • HH/PKIN 0313 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 0340 0.00 • HH/PKIN 0350 0.00 • HH/PKIN 0390 0.00 • HH/PKIN 0392 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

	Movement and Health (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:** 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:** 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	**Movement and Health (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 **1.70 (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 **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 fulfil 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. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. **Note 4:** Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ **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	education; any additional credits not being used to fulfil 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. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. **Note 4:** Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ **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 1506 3.00 **and** SC/MATH 1507 3.00 • 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 a minimum of 33 major credits in kinesiology and health science. **Core Courses (33 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 3800x 3.00	○ SC/MATH 1506 3.00 **and** SC/MATH 1507 3.00 • 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 a minimum of 33 major credits in kinesiology and health science. **Core Courses (33 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 3800 3.00

	• at least 9 additional kinesiology and health science (KINE) credits at the 3000 level **Upper-level credits:** a minimum of 18 credits must be taken at the 3000 level or 4000 level including 12 credits in the major. **Required Science Credits outside the major:** Completed at least 9 credits from the following types of courses: 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 All courses offered through the Faculty of Science and Lassonde School of Engineering; All Psychology courses Not taken any of the following: HH/PSYC3350 - Cultural Psychology (3.00) HH/PSYC3430 - Behaviour in Groups (3.00) HH/PSYC3600 - Community Psychology (3.00)	• at least 9 additional kinesiology and health science (KINE) credits at the 3000 level. **Upper-level credits:** a minimum of 18 credits must be taken at the 3000 level or 4000 level including 12 credits in the major. **Required Science Credits outside the major:** Completed at least 9 credits from the following types of courses: 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 All courses offered through the Faculty of Science and Lassonde School of Engineering; All Psychology courses Not taken any of the following: HH/PSYC3350 - Cultural Psychology (3.00) HH/PSYC3430 - Behaviour in Groups (3.00) HH/PSYC3600 - Community Psychology (3.00)

	HH/PSYC3630 - The Psychology of the Family (3.00) HH/PSYC3670 - Psychology of Sexual Orientation (3.00) HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00) **Practicum (PKIN):** 0Total Credits Complete all of the following In addition to the 90-credit minimum degree requirement, students must take six (6) practicum (PKIN) courses including at least one course ineach of the following practicum areas: • Aquatic • Track and Field • Emergency Care 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. **Electives**: 21 Credits	HH/PSYC3630 - The Psychology of the Family (3.00) HH/PSYC3670 - Psychology of Sexual Orientation (3.00) HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00)**Practicum (PKIN):** 0Total Credits Complete all of the following In addition to the 90-credit minimum degree requirement, students must take six (6) practicum (PKIN) courses including at least one course in each of the following practicum areas: • Aquatic • Track and Field • Emergency Care 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. **Electives**: 21 Credits **Additional Notes**

	Additional Notes **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: HH/KINE 3800 3.0** **Course Substitutes: HH/KINE 3030 3.0 AND HH/KINE 4010 3.0** **Practicum Program** All students enrolled in Movement and Health must complete the practicum core, which consists of one practicum course in each of the following three areas: aquatics, emergency care, track and field and an additional three free choice practicum courses, for a total of six 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 Movement and	**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: HH/KINE 3800 3.0** **Course Substitutes: HH/KINE 3030 3.0 AND HH/KINE 4010 3.0** **Practicum Program** All students enrolled in Movement and Health must complete the practicum core, which consists of one practicum course in each of the following three areas: aquatics, emergency care, track and field and an additional three free choice practicum courses, for a total of six 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 Movement and Health students in order to graduate, they are not applied

	Health students in order to graduate, they are not applied towards the academic degree requirements in Movement and Health. 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 Movement and Health 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 0261 0.00 • HH/PKIN 0262 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	towards the academic degree requirements in Movement and Health. 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 Movement and Health 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 0261 0.00 • HH/PKIN 0262 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 Emergency Care Courses • HH/PKIN 0750 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 Track and Field Courses • HH/PKIN 0600 0.00 • HH/PKIN 0610 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 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 0597 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 0415 0.00 • HH/PKIN 0435 0.00 • HH/PKIN 0436 0.00 • HH/PKIN 0440 0.00	• HH/PKIN 0751 0.00 • HH/PKIN 0761 0.00 • HH/PKIN 0762 0.00 • HH/PKIN 0770 0.00 Track and Field Courses • HH/PKIN 0600 0.00 • HH/PKIN 0610 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 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 0597 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 0415 0.00 • HH/PKIN 0435 0.00 • HH/PKIN 0436 0.00 • HH/PKIN 0440 0.00 • HH/PKIN 0460 0.00 • HH/PKIN 0465 0.00

	• HH/PKIN 0460 0.00 • HH/PKIN 0465 0.00 Team Sports Courses • HH/PKIN 0301 0.00 • HH/PKIN 0302 0.00 • HH/PKIN 0303 0.00 • HH/PKIN 0305 0.00 • HH/PKIN 0306 0.00 • HH/PKIN 0308 0.00 • HH/PKIN 0312 0.00 • HH/PKIN 0313 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 0340 0.00 • HH/PKIN 0350 0.00 • HH/PKIN 0390 0.00 • HH/PKIN 0392 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	Team Sports Courses • HH/PKIN 0301 0.00 • HH/PKIN 0302 0.00 • HH/PKIN 0303 0.00 • HH/PKIN 0305 0.00 • HH/PKIN 0306 0.00 • HH/PKIN 0308 0.00 • HH/PKIN 0312 0.00 • HH/PKIN 0313 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 0340 0.00 • HH/PKIN 0350 0.00 • HH/PKIN 0390 0.00 • HH/PKIN 0392 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

Appendix C Curriculum Map

Detailed Curriculum Map

Level of Learning			
Introductory (I): Teaching and learning activities focus on basic concepts and skills. Assessments may require students to recall or explain concepts. **Developed (D)**: Teaching and learning activities reinforce concepts and skills. Assessments may require students to apply procedures or analyze concepts. **Mastery (M)**: Teaching and learning activities focus on the use of concepts and skills. Depending on the outcome, assessments may require students to evaluate decisions, analyze concepts at multiple levels of complexity, create new ideas, or demonstrate graduation-level proficiency through other means.			
Method of Assessment			
01 Assignment 02 Attendance / Participation / Class discussion 03 Case study 04 Data analysis 05 Group presentation 06 Group project, paper, or learning contract	07 Hands-on activities 08 Individual presentation 09 Interview 10 Lab exam / test / quizzes 11 Lab papers/assignments/summaries 12 Literature review	13 Multiple choice test questions 14 Online/Moodle quizzes 15 Peer or self-evaluation 16 Policy analysis or recommendations 17 Policy Brief or Briefing note 18 Practical / oral exam	19 Reflective writing or journaling 20 Research Participation (KURE / URPP) 21 Scholarly discussion paper 22 Written Test/Exam (short /long answer) 23 Other (e.g. Writing blogs, Critique research papers, essay, creating videos, placement supervisor evaluation, mentoring)

90-credit BSc/BA Movement and Health Core Courses (Major Requirements)

Movement and Health Required Courses		**Program Learning Outcomes**					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of movement and health of individuals and communities	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 1900 3.00 Integrated Physical Activity for Life I	Level taught (assessed) Assessment methods	I (I) 02, 03, 05, 06, 07, 19, 23	I (I) 03, 06, 07, 19	I (I) 02, 03, 06, 07, 19	I (I) 03, 05, 19, 23	I (I) 01, 05, 07, 23	I (I) 02, 03, 05, 06, 07, 19, 23
KINE 1000 6.00 Sociocultural Perspectives in Kinesiology	Level taught (assessed) Assessment methods	M (I) 01, 02,10, 11, 13, 14, 21, 22		M (D) 01, 02, 03, 10, 12, 13, 14, 15, 19, 22	D (D) 01, 02, 07, 10, 12, 13, 14, 19, 22		
KINE 1020 6.00 Fitness and Health	Level taught (assessed)	I (D)	I (I)	I (I)	I (D)	I (I)	I (D)

Movement and Health Required Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of movement and health of individuals and communities	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
	Assessment methods	07, 11, 13	13	13	01, 19	13	07, 11
KINE 2900 3.00 Integrated Physical Activity for Life II	Level taught (assessed)	D (D)	D (D)	D (D)	M (M)	M (M)	D (D)
	Assessment methods	01, 02, 07, 19, 23	02, 07, 19, 23	01, 02, 07, 19, 23	02, 06, 19, 23	01, 07, 23	02, 06, 07, 19, 23
KINE 2011 3.00 Human Physiology I	Level taught (assessed)	I (I)	I (I)				
	Assessment methods	10	10				
KINE 2031 3.00 Human Anatomy	Level taught (assessed)	D (I)					I (I)
	Assessment methods	10, 22					10

Movement and Health Required Courses		**Program Learning Outcomes**					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of movement and health of individuals and communities	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 3800 3.00 Applied Human Movement (new course)	Level taught (assessed)	D (D)	M (M)	D (D)	D (D)	D (D)	M (M)
	Assessment methods	02, 13,22	11		11, 22	11	02,11,13,22

Elective Courses	**Program Learning Outcomes**					
	1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
2000 Level						

Elective Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 2380 3.00 Introduction to Sport Administration	Level taught (assessed) Assessment methods			I	D	I	I
KINE 2475 3.00 Coaching: The Art and Science	Level taught (assessed) Assessment methods	I (I) 02, 13	I (I) 01, 02, 13	I (I) 02, 13	D (D) 01	D (I) 02, 13	D (D) 01, 02, 13
KINE 2490 3.00 Athletic Therapy I	Level taught (assessed) Assessment methods	I (I) 13	D (D) 12, 13	I (I) 13	D (D) 12	I (I) 13, 14	
KINE 2495 3.00 Sports Injuries	Level taught (assessed) Assessment methods	I (I) 12, 13	D (D) 12	I (I) 13	D (D) 12	I (I) 13	

Elective Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 2500 3.00 AT Field Inquiry-Based Tutorial	Level taught (assessed) Assessment methods	I (I) 02, 03, 14, 15	I (I) 02, 03, 08, 13, 14	I (I) 01	D (D) 01, 02, 08		
KINE 2501 3.00 AT Field Seminar & Skills	Level taught (assessed) Assessment methods	D	M	D	M	D	D
KINE 2502 3.00 AT Extremities Inquiry-Based Tutorial	Level taught (assessed) Assessment methods	D (D) 02, 03, 08, 13, 14	D (D) 01, 02, 03, 08		D (D) 01, 02, 03, 08	I (I) 03, 13, 14	
KINE 2503 3.00 AT Extremities Seminar & Skills	Level taught (assessed) Assessment methods	D	M	D	M	D	D

Elective Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
3000 Level							
KINE 3100 3.00 Health Psychology and Kinesiology	Level taught (assessed) Assessment methods	D	D	D	D	D	D
KINE 3150 3.00 Analysis of Data in Kinesiology II	Level taught (assessed) Assessment methods	I	M (M) 04, 10, 13, 14, 22		M (M) 04, 06, 14, 22	I	I
KINE 3240 3.00 Behavioural Approach to Administration of Fitness and Sport	Level taught (assessed) Assessment methods	I		D	D	I	I
	Level taught (assessed)	D (D)	D (D)	I (I)	D (D)	D (D)	M (M)

Elective Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 3340 3.00 Growth, Maturation and Physical Activity	Assessment methods	13, 22	01, 03, 04, 11	13, 22	01, 02, 11, 16	01, 03, 04, 11	01, 02, 04, 11
KINE 3345 3.00 Adapted Physical Activity	Level taught (assessed)	D (D)	D (I)	D	D (D)	D (D)	D (D)
	Assessment methods	22	01, 21		01, 05, 06	01, 02, 05, 06, 07, 11, 19, 22	01, 05, 06, 07, 22
KINE 3350 3.00 Physical Activity, Health and Aging	Level taught (assessed)	M (M)	D (D)	D (D)	D (D)	D (D)	D (D)
	Assessment methods	01, 02, 13, 19, 22	01, 02, 13, 19, 22	01, 02, 13, 19, 22	01, 02, 19, 22	01, 02, 13, 19, 22	01, 02, 19, 22
KINE 3360 3.00 Gender and Sexuality in Sport and Health	Level taught (assessed)	M (M)	D (M)	M (M)	M (M)	D (D)	D
	Assessment methods	02, 03, 05, 06, 19, 22	02, 05, 19, 22	02, 06, 19, 22	02, 05, 19, 21, 22	22	
KINE 3400 3.00 Fitness Consulting and	Level taught (assessed)	M (M)	M (M)	M (M)	M (M)	M (M)	M (M)

Elective Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
Personal Fitness Training	Assessment methods	01, 02, 03, 07, 11, 13, 21, 22	01, 02, 03, 07, 11, 13, 19, 21, 22	01, 02, 03, 07, 11, 13, 19, 21, 22	01, 02, 03, 07, 11, 13, 19, 21, 22	01, 02, 03, 07, 11, 13, 19, 21, 22	01, 02, 03, 07, 11, 13, 19, 21, 22
KINE 3430 3.00 Canadian Culture and Physical Activity	Level taught (assessed)	M (D)	D (M)	M (M)	M (M)	M (M)	
	Assessment methods	02, 03, 19, 21, 22	01, 02, 19, 21, 22	02, 03, 19, 22	01, 02, 19, 22	02, 19, 22	
KINE 3440 3.00 Olympic Games: Heroes and Villains at Play	Level taught (assessed)			D	M (D)		
	Assessment methods				01, 02, 03, 10, 13, 21, 22		
KINE 3460 3.00 Regional Human Anatomy I	Level taught (assessed)	M (M)	D (D)				D (D)
	Assessment methods	10, 13, 22	02, 22				10, 22
	Level taught (assessed)	M (D)	D	D	D (D)		D (D)

Elective Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 3465 3.00 Regional Human Anatomy II	Assessment methods	14, 22			22		14
KINE 3570 3.00 Theory and Methodology of Training	Level taught (assessed) Assessment methods	M	M			M	I
KINE 3575 3.00 Athletic Injuries – Extremities	Level taught (assessed) Assessment methods						D (D) 07, 10, 13, 18, 22
KINE 3600 3.00 Athletic Therapy II	Level taught (assessed)	D (D)	D (D)	D (D)	D (D)	D (D)	
	Assessment methods	12, 13	12	12, 13	12	13	
KINE 3620 3.00 Sociology of Sport I	Level taught (assessed)			M (M)	M (M)	M (M)	D

Elective Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
	Assessment methods			01, 02, 03, 10, 13, 19, 22	01, 02, 03, 11, 13, 19, 22	01, 02, 03, 19, 22	
KINE 3635 3.00 Fundamentals of Epidemiology	Level taught (assessed) Assessment methods	I	M (D) 01, 05, 13		D (D) 05	I	
KINE 3640 3.00 Epidemiology of Physical Activity, Fitness and Health	Level taught (assessed) Assessment methods	M	M (M) 01, 02, 07, 08, 12, 13, 21, 22	D	D (D) 01, 22	M (M) 02, 14, 16, 22	
KINE 3645 3.00 Physical Activity and Health Promotion	Level taught (assessed) Assessment methods	I (D) 11, 13, 22		I	D (D) 01, 05	D (D) 01, 05	
	Level taught (assessed)	D (D)	I (I)		I (I)		D (D)

Elective Courses		Program Learning Outcomes					
		1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.	**2.** Use research and information about the human body, health, and physical activity, across different platforms and sources.	**3.** Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	**4.** Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	**5.** Promote the fundamentals of physical activity and health of individuals and communities.	**6.** Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 3650 3.00 Functional Neuroanatomy	Assessment methods	22	22		22		22
KINE 3670 3.00 Molecular and Cellular Neuroscience with Applications to Health	Level taught (assessed) Assessment methods	I	I		D		D
KINE 3710 3.00 Immune System in Health and Disease	Level taught (assessed) Assessment methods	D (D) 02, 13, 14	I				

Appendix D Comparison of 90-Credit Movement and Health Program Learning Outcomes to Specialized Honours in Kinesiology and Health Science Program Learning Outcomes

Specialized Honours in Kinesiology and Health Science PLO's	90-Credit Movement and Health PLO's
Compile a broad, multidisciplinary knowledge of the human body, health (broadly defined), and physical activity across the lifespan.	Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.
Evaluate research and information about the human body, health (broadly defined), and physical activity, across different platforms and sources.	Use research and information about the human body, health, and physical activity, across different platforms and sources.
Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.
Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.
Promote the fundamentals of physical activity and health of individuals and communities.	Promote the fundamentals of movement and health of individuals and communities.
Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan	Apply practical skills and knowledge of assessment about the human body, health, and physical activity for individuals across the lifespan.

- **For assistance with process, procedure, see OSAS Director/Manager**
  - For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
  - For assistance with course design see the Moodle course "Health Curriculum Toolkit" at https://moodle.yorku.ca/moodle/course/view.php?id=148738 (requires passport York username and password to access).
  - For assistance with course design, teaching and learning activities please contact either of the following:
    - Yasaman Delaviz, Faculty of Health's Educational/Curricular Developer Specialist by email at ydelaviz@yorku.ca or by phone at ext. 44086
    - Lisa Endersby, Educational Developer, by email at lendersb@yorku.ca or by phone at ext. 33047.
  - For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia (eehealth@yorku.ca)
  - For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist at Learning Technology Services (hh-help@yorku.ca).
  - For assistance with integrating Indigenous content into your course, please contact the Indigenous Council (ruthkg@yorku.ca & shillier@yorku.ca).
  - For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
  - For assistance with determining resources for students see the Library and Learning Commons resources:
    - SPARK (Student Papers & Academic Research Kit)
    - LinkedIn Learning
    - Academic Research & Resources

Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course "Health Curriculum Toolkit" at https://moodle.yorku.ca/moodle/course/view.php?id=148738 (requires passport York username and password to access).	

New Course Proposal Form

SCHOOL/DEPARTMENT: Kinesiology and Health Science

Course Rubric and Number: KINE 3800

KINE

CREDIT WEIGHT: 3.00 **Effective Session:** Fall 2024

(E.G. 3.00, 6.00) (e.g. Fall 2021, F/W 2021-22)

Course Title: *The official name of the course as it will appear in the Undergraduate Calendar.*

Applied Human Movement

Short Title: *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (*transcripts *and calendar copy).*

Applied Human Movement

Brief Course Description: *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of...,"This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

This course focuses on the biomechanical and physiological principles of movement and exercise. Students will use anatomical principles and Newton's Laws of motion to describe different kinds of movement. They will also examine how different types of exercise affect the major systems of the body. Credit will not be awarded to students who have passed or are taking both HH/KINE 3030 and HH/KINE 4010. If both HH/KINE 3030 3.0 and HH/KINE 4010 have been passed degree requirement for HH/KINE 3800 will be waived.

LIST COURSE(S) WHERE APPLICABLE:

Prerequisites:	HH/KINE 2031 3.00, HH/KINE 2011 3.00
Corequisites:	N/A
Cross-listed to:	N/A
Course Credit Exclusions*:	N/A
Integration:**	N/A

*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

**Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

Open to:	Students in the 90-credit BSc/BA degrees in Movement and Health
Not open to:	
Notes:	

Science Course:

	YES	NO
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

Section A - Course Rationale:

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

With the development of the 90-credit degrees (BSc and BA) in Movement and Physical Activity, which will provide an exit option for students in the 120-credit Honours degrees in Kinesiology and Health Science, a course was needed to achieve some of the learning outcomes related to biomechanics and exercise physiology. These learning outcomes are achieved in the 120-credit degrees through upper-level courses (HH/KINE 3030 3.00 and HH/KINE 4010 3.00) which are not included in the core for the 90-credit degrees.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at https://www.yorku.ca/unsdgs/), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

Alignment with Unit and/or Faculty Plan	The development of this course, and more specifically the 90-credit degrees, address an urgent need for an exit option for KHS students, as identified by the most recent Cyclical Program Review and subsequent faculty retreat. These degree options will improve retention and student success in the School.
Alignment with University Academic Plan	This proposed course, in conjunction with the proposed 90-credit degree, improves access for a larger number of students to complete a degree, which aligns with the "Access to Success" component of the UAP. It also addresses "21st Century Learning" by making KHS a more attractive destination for a broader population of students.
Alignment with SDG(s) *(only as applies)*	N/A

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course was designed as the final core course in a proposed 90-credit exit option for KHS students; the learning outcomes and materials covered will align (~50% each) with HH/KINE 3030 3.00 Human Biomechanics and HH/KINE 4010 3.00 Exercise Physiology, both of which are core courses in the 120-credit KHS degrees. As KINE 3030 and 4010 are not included in the 90-credit degree, it was important to ensure these students still achieved the relevant learning outcomes.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

100 first year with expected rise to 200

Section B - Course Structure:

1. IS THIS COURSE (PLEASE SELECT ONE WITH "X"):

X	**Fully face to face**
	BLEN (blended) – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities" (Garrison, Vaughn, 2008).
	ONLN (online) – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means "no in-person component, exams and testing will be online".
	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

2 x 1.5 hours of lecture time

1 x 1 hour of lab time

Total: 4 hours/week

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

N/A

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Fall semester, every year.

YES	NO
x	

5. Can you staff this course using current teaching capacity?

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Dr. Anne Moore	Dr. Ali Abdul-Satar
Dr. Janessa Drake	Dr. Christopher Perry
Dr. Jaclyn Hurley	Dr. Michael Riddell
Dr. William Gage	Dr. Michael Paris

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

N/A

SECTION C - COURSE DESIGN INFORMATION:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to https://health.yorku.ca/experiential-education/faculty/ to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see https:// student.computing.yorku.ca/technology-used-in-courses/) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to https://lts.info.yorku.ca/health/.
- Incorporating the UN SDGs facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to https://www.yorku.ca/unsdgs/toolkit/ for options to embed any of the 17 goals in course design.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
    - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
    - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
    - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

1. Course Topics/Theories

List the key topic areas taught in this course.

1. Anatomical Terminology/Joint Angles
2. Linear kinematics
3. Angular kinematics
4. Linear kinetics
5. Angular kinetics
6. Work, power, energy
7. Energy sources for exercise and recovery
8. Principles of aerobic exercise training
9. Effects of interval and resistance training
10. Effects of training on the heart and vascular systems
11. Ergogenic aids

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course in the box below.

N/A

*****The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

1. Provide knowledge related to biomechanical concepts such as Newton's Laws, kinematics and kinetics.
2. Facilitate experiential connections to be made between anatomical, physiological, biomechanical concepts, and relevant laboratory assessments.
3. Encourage students to understand the connections between theoretical concepts of biomechanics, anatomy, physiology and the functionality of organ systems during movements.
4. Expose students to a variety of laboratory assessment tools related to biomechanics and exercise physiology.
5. Provide students with opportunities to apply theoretical concepts in an applied setting and make connections to real-world scenarios.

3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.

- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below: What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the Teaching Commons website.

List and number the learning outcomes for the course in the section below:

1. Qualitatively assess human movement using anatomical and special reference frames.
2. Apply knowledge of the Biomechanics of Human Skeletal Muscle to movement.
3. Apply each of Newton's laws of motion (linear and angular) to various activities and movements including the role of gravity and the location of the centre of gravity.
4. Apply the knowledge of the mechanics of human movement to human stability and mechanisms of injury.
5. Apply appropriate methods to take biomechanical and physiological measurements.
6. Describe the energy demands of simple tasks.
7. Explain the physiological mechanisms that allow for the transition between rest and exercise.
8. Describe the mechanisms by which aerobic and resistance training increase performance.

4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community

service learning)

List the teaching strategies and learning activities that will be included in this course:

Lecture

Active learning in-class through formative assessment (i.e., iClicker)

In-class discussions

EE-classroom focused (laboratory experiments)

Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	**Which course learning outcome/s will this activity help student achieve?**	**Will this activity include a formal, graded assessment of student learning? (Y/N)** *A detailed description of assessment and evaluation strategies will be provided in the next section.*	**How you will engage students in reflection around this activity?**	**Corresponding EE Strategy** **1-** Classroom Focused **2-** Community Focused **3-** Work Focused
Example: *1. Guest Speaker representing a community-focused agency*	*Example: Identify and critically evaluate challenges to implementing equity-informed health policies* *OR* *Learning Outcome #3*	*Example:* *N*	*Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.*	1
Lecture	*2, 5, 6, 7, 8*	*N*	*In-class discussion, iClicker activities*	N/A
In-class active learning (iClicker)	*1, 3, 4, 6, 7, 8*	*Y*	*In-class activities using iClicker designed to reflect upon course material from previous week*	1

In-class discussions	*2, 5, 6, 7, 8*	*N*	*Through discussion of course material with peers, students can reflect upon their understanding of course materials and make connections to real-world scenarios.*	1
Laboratory experiments (and subsequent report)	*1, 3, 4, 5, 7, 8*	*Y (lab reports assessed)*	*Through participation in experiments/assessments of human movement/function, students will apply theory to real-world contexts and reflect upon their understanding of theories and connections.*	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		*x*

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

N/A

Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

eClass will serve as the electronic home base for the course; iClicker will be used for in-class reflection/active learning; some technologies will be used as part of laboratory assessments.

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

Technology will not be used in situations that require academic honesty concerns (i.e., tests).

ASSESSMENT AND EVALUATION STRATEGIES:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Participation	0.5% x 16 classes (students can miss up to 6 classes; no grade on test days) **TOTAL: 8%**	2, 5, 6, 7, 8
Midterm test	**30**	1, 2, 5, 6, 7, 8
Laboratory Reports	8% x 4 (5 reports submitted; lowest one dropped) **TOTAL: 32%**	1, 3, 4
Final Exam	**30**	1, 2, 5, 6, 7, 8

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

a) a pre-test or quiz that asks students to share what they already know about a topic
b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

iClicker will be used in class to assess current knowledge (grade is only tied to participation in class activities, not correct answers); practice quizzes/questions in eClass; in-class discussions.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

N/A

BIBLIOGRAPHY:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

1. Biomechanics of Human Movement by K. Hamm. Available open source through Creative Commons: https://pressbooks.bccampus.ca/humanbiomechanics/. 2. Open Textbook of Exercise Physiology by B. R. MacIntosh. Available open source through Creative Commons: https://pressbooks.pub/drbmac/.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

N/A

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

N/A

Section E - Resources Requirement:

This section may need to be filled in with the help of your Chair/Director and operations manager:

1. **Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

2. **Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

3. **Teaching Support:**

• Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:	**YES**	**NO**
		x
• Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:	**YES**	**NO**
	x	
1 hr/week; biomechanics laboratory for first half of semester (Chemistry Building room 162) and exercise physiology laboratory for second half of semester (Lumbers room 318)		
• Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?	**YES**	**NO**
If yes, specify why and for what duties/tasks the extra support is needed:	x	
TA support will be needed to facilitate laboratories (with laboratory capacity of 20 students, 5 laboratory sections would be needed).		
• If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:		
○ Will the instructor need to travel to visit the off-campus community partner(s)?	**YES**	**NO**
		x

○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:	**YES**	**NO**
		x
○ Is the placement intended to be domestic or international, or both?	**Domestic**	
	International	
	Both	
• If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:	**YES**	**NO**
		x

4. **Statements of Support** (please attach these to the proposal)

FOR NEW COURSE PROPOSALS WITH RESOURCE IMPLICATIONS PLEASE PROVIDE A SUPPORTING STATEMENT FROM YOUR CHAIR/DIRECTOR OF YOUR PROGRAM. THE CHAIR/DIRECTOR SHOULD INDICATE HOW RESOURCING WILL BE ADDRESSED E.G., THROUGH A REALLOCATION OF EXISTING RESOURCES, WITH NEW/ADDITIONAL RESOURCES, ETC.

FOR COURSE PROPOSAL WITH IMPACT ON OTHER PROGRAMS (IN THE FACULTY OR OUT OF THE FACULTY), PLEASE PROVIDE EVIDENCE OF CONSULTATION AND SUPPORTING STATEMENT FROM THE OTHER PROGRAM(S).

LEARNING TECHNOLOGY SERVICES (LTS) STATEMENT:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson (rfinlays@yorku.ca) and Helen Brennagh (brennagh@yorku.ca). Please note, it will take two weeks to get a statement of support.

LIBRARY SUPPORT STATEMENT:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/.

Acknowledgement of Indigenous Peoples and Traditional Territories: York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario

YORK UNIVERSITY

FACULTY OF HEALTH

SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE

KINE 3800 APPLIED HUMAN MOVEMENT

FALL 2024 COURSE OUTLINE

Course Director:

NAME /CONTACT INFO

Office Hours will be run weekly through Zoom.

Lectures: DATE/TIME/LOCATION

Expanded Course Description: This course focuses on the biomechanical and physiological principles of movement and exercise. Students will use anatomical principles and Newton's Laws of motion to describe different kinds of movement. They will also examine how different types of exercise affect the major systems of the body.

Learning Outcomes. At the end of this course, students will be able to:

1. Qualitatively assess human movement using anatomical and special reference frames.
2. Apply knowledge of the Biomechanics of Human Skeletal Muscle to movement
3. Apply each of Newton's laws of motion (linear and angular) to various activities and movements including the role of gravity and the location of the centre of gravity.
4. Apply the knowledge of the mechanics of human movement to human stability and mechanisms of injury.
5. Apply appropriate methods to take biomechanical and physiological measurements.
6. Describe the energy demands of simple tasks.
7. Explain the physiological mechanisms that allow for the transition between rest and exercise.
8. Describe the mechanisms by which aerobic and resistance training increase performance.

Take Care of Yourself:

We all face stressors and anxiety in our lives, both academic and otherwise. Please be kind and gentle with yourselves and others. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

https://good2talk.ca/
https://counselling.students.yorku.ca/
https://yorkinternational.yorku.ca/

Useful links describing computing information, resources and help for students:

Student Guide to eClass	https://lthelp.yorku.ca/student-guide-to-eClass
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://www.yorku.ca/scld/learning-skills/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Students are responsible for being actively involved in the course, and for checking eClass regularly and frequently to ensure you have the latest information about the course. "I did not know because I missed class" or "because I did not check eClass" are not excuses that will be accepted under any circumstances for the course.

Organization of the Course

Lectures: This is an in-person class. Students will attend class twice each week (1.5h Tues/Thurs). Resources and materials to supplement lectures will be posted in eClass (i.e., lecture slides, recordings, videos, journal articles).

Laboratories: Students are expected to attend their scheduled laboratory each week (your lab time and location can be found in your class schedule). If you have a conflict with your lab time, there will be a lab switch forum posted in eClass so you can find another student to switch with for the semester. With the facilitation of laboratory teaching assistants, students will learn how to use a variety of laboratory tools and use them to collect measurements and analyze data.

Course Materials:

Textbooks (Required, and are freely available online):

1. Biomechanics of Human Movement by K. Hamm. Available open source through Creative Commons: https://pressbooks.bccampus.ca/humanbiomechanics/.
2. Open Textbook of Exercise Physiology by B. R. MacIntosh. Available open source through Creative Commons: https://pressbooks.pub/drbmac/.

Note: Laboratory outlines will be posted on eClass. Please bring them with you to the laboratory.

Technical requirements for taking the course:

Three platforms will be used, (i.e., eClass, iClicker and Zoom), through which students will interact with the course materials, the course directors, Teaching Assistants, as well as with one another. iClicker Student is a mobile app which can be downloaded and used for free by York students. If a student does not have a mobile device to use iClicker in class, they may submit answers/participation by paper during class time (please note: identification may be required).

Evaluation:

All tests are mandatory and will be given in person during class times. Students will also be graded on participation in live class sessions.

Participation: Students will be assessed on participation in active learning activities during in-person classes (using iClicker). This is worth 8% of the final grade; there are 12 in person classes - students can miss up to FOUR of these to receive full marks for participation (i.e., must attend 8 classes to earn full marks).

Midterms/Final Exam (lecture-based tests): these will assess your knowledge of material from lectures. Lecture tests are multiple choice and short answer. These are closed-book tests, meaning students are not permitted to use notes or other assistive resources during a test.

Laboratory Reports: Students will collect data during laboratory sessions and submit an analysis and evaluation of the data the following week during their scheduled laboratory time. Each laboratory report is worth 8% of final grade; lowest laboratory report grade will be dropped.

Note: The tests are not cumulative, however much of the material will build on previously learned material therefore you will need to apply concepts from earlier in the semester to later tests.

Assessment	**Weight of Final Grade (out of 100%)**
Midterm	30
Final Exam	30
Laboratory Reports (4 x 8; lowest grade dropped of 5 lab reports)	32
Participation	8

It is the expectation that all students who enroll in this course are available at lectures times (for tests) as well as their lab time. Having a conflict with another course is NOT a reasonable excuse for missing a course component.

Communication: Several modes of communication with the instructors, teaching assistants and other students have been set up to maximize communication and a sense of community.

Communicating with Instructors: Both instructors can be contacted through the kine3800@yorku.ca email account. If you have questions related to course content, or general course questions please post them in the discussion forums on eClass. Instructors will also hold virtual office hours each week via Zoom.

Communicating with your lab TA: To contact your TA, you can either post in the Discussion Forum on eClass, or email kine3800@yorku.ca and include your name and your lab number so we can forward your email to the appropriate TA.

Communicating with other students: You are highly encouraged to communicate with your fellow students through the discussion forums on eClass. You are welcome to post course-related questions, as well as study tips or helpful websites/apps.

Lecture Schedule:

Week	**Topic**
1	Anatomical Terminology; Joint Angles; Movement in space
2	Linear kinematics
3	Angular kinematics
4	Linear kinetics
5	Angular kinetics
6	*NO CLASSES – READING WEEK*
7	**Midterm**
8	Work, power and energy
9	Energy sources for exercise and recovery

10	Principles of aerobic exercise trainings, ***Drop deadline^***
11	Effects of interval and resistance training
12	Effect of training on the heart and vascular systems
13	Ergogenic aids

^The last date to drop a course without receiving a grade is DATE.

Policies

Grading:

Any appeal for grade revision, (a) must be received by the instructor WITHIN 7 CALENDAR DAYS of the date of the exam viewing, (b) must be MADE IN WRITING, and (c) must EXPLICITLY STATE why the student believes the grade is in error. Grade disputes after this 7-calendar day period will not be considered.

Missed tests:

If you miss a midterm or final exam, you may write the deferred test. ***No supporting documentation is required.*** If you miss a deferred test, supporting documentation may be required, and the next available time to write the test will likely be the next offering of KINE 2031 (Fall 2024).

If you know IN ADVANCE that you will be missing a test, please notify the instructors (kine3800@yorku.ca) at least 7 calendar days ahead of the test and attach relevant documentation, so that appropriate accommodations can be made (i.e., for a scheduled varsity event).

Deferred tests may not necessarily be the same format or style as the original test. It is expected that deferred tests will take precedence over other commitments.

Test Viewing:

Supervised test viewing will be scheduled after each test for learning purposes. No phones/other means of notetaking/capturing will be allowed in test viewings. Please be aware that the instructors will personally examine all test questions after the completion of each test to ensure that no issues exist with respect to grading or question clarity. If the instructors do identify any issues, student grades will be automatically corrected accordingly.

Email communication:

All electronic communication with the Course Instructors and Teaching Assistants must be through the course email address: kine3800@yorku.ca or through eClass discussion forums. When emailing, please INCLUDE YOUR FIRST AND LAST NAME AND STUDENT ID. Emails are a form of communication and the spelling, grammar and tone will reflect your communication skills. Emails should be written using

professional language that would be acceptable in a workplace to a manager. Emails that include inappropriate form/language (i.e. “Hey”, “c u l8tr”, etc.) or without student name and ID will not be read or returned.

Student Code of Conduct:

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic environment, and the responsibility of the student to cooperate in that endeavor. Students must conduct themselves in accordance with York University’s Student Code of Conduct. This includes all aspects of the course, including online environments. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations in available at: https://oscr.students.yorku.ca/student-conduct.

Student Code of Rights and Responsibilities:

This code is intended to be educative and promote accountability among students toward their peers and other members of the York community. This code identifies those behaviours that are disruptive to the educational purposes of the University, make the campus less safe, diminish the dignity of individuals and groups, and the enjoyment of their rights. It applies specifically to students because the behaviours of non-student members of the University community are held to comparable standards of account by provincial laws, University policies, and their unions’ collective agreements. Information about how to address a concern or a complaint regarding a faculty or staff member can be found at: http://oscr.students.yorku.ca/.

Academic Integrity:

Students are expected to maintain the highest standards of academic integrity related to issues such as cheating, enabling cheating, plagiarism, authentic documentation, etc. Breaches of academic integrity will not be tolerated.

The School of Kinesiology and Health Science takes academic dishonesty very seriously and will abide by York University’s Senate Policy of Academic Honesty to adjudicate all cases. Students are expected to make efforts to discourage any and all (un)intentional breaches from their course work. Students are expected to complete their own work without assistance, in part or whole, on assignments and tests. Students are expected to act in accordance with the Senate Policy of Academic Honesty and are responsible for familiarizing themselves with these guidelines. Breaches of academic integrity will be handled under the disciplinary proceedings as outlined in: http://calendars.registrar.yorku.ca/2015-2016/policies/honesty/index.htm.

Test Banks:

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain

an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Accessibility:

York University provides services for students with accessibility concerns (including physical, medical, learning, and psychiatric), who require accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with Student Accessibility Services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to email a copy of your accommodation letter to your instructors as early as possible in the semester, and to schedule a time early in the term to meet with your instructor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations. Requiring accommodation does not relieve students from following course policies. Student Accessibility Services can be accessed here: https://accessibility.students.yorku.ca/.

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director / TA, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted.

Students shall note the following:

· Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.

· If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

· The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for eClass can be found here - http://www.yorku.ca/eClass/students/faq/index.html

Important Resources

Library Help: if you are having issues accessing Primal Pictures, please refer to the help and tutorial links in eClass. If you having trouble with other library content, please go to the York Library website and click on "Chat Is Online", https://www.library.yorku.ca/web/.

Learning Commons: Your York home for study help and workshops, http://learningcommons.yorku.ca/.

Computing Help: This site has answers to many frequently asked questions, http://student.computing.yorku.ca/. In addition, on the right-hand side you can chat directly with someone at the help desk or submit a ticket for more detailed help if necessary.

Student Accessibility Services: If you need assistance with anything related to equity or accessibility, this is a great place to start: https://accessibility.students.yorku.ca/.

Calumet and Stong Colleges' Student Success Programming:

Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- Orientation helps new students transition into university, discover campus resources, and establish social and academic networks.
- Peer Mentoring connects well-trained upper-year students with first year and transfer students to help them transition into university.
- Course Representative Program aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- Peer-Assisted Study Session (P.A.S.S.) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- Peer Tutoring offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, career exploration, Indigenous Circle, awards and recognition, and provide opportunities to students to work or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites (Calumet College; Stong College), email scchelp@yorku.ca, and/or follow us on Instagram (Calumet College; Stong College), Facebook (Calumet College; Stong College) and LinkedIn
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadmn@yorku.ca, and request to be added to the listerv.

MEMORANDUM

YORK UNIVERSITY LIBRARIES

To: Dr. Nicolette Richardson, Undergraduate Program Director and Associate Professor, Teaching Stream, School of Kinesiology & Health Science, York University

From: Rajiv Nariani, Research Visibility Librarian, York University Libraries

Date: October 12th, 2023

Subject: Library Statement of Support – KINE 3800 Applied Human Movement

Summary

York University Libraries (YUL) is well positioned to support the proposed course. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as Human anatomy and physiology, Exercise-physiological aspects, Data and statistics, Biomechanics & biophysics, and Science & technology studies.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- Communication skills, critical thinking, and problem solving among other areas of teaching, learning and research.

All reading material including the open access books mentioned in the course proposal are available at York Libraries (print or online). Furthermore, the Libraries' Open Scholarship department offers support to researchers on digital publishing, open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni Interlibrary Loan. A selection of electronic collections of particular interest are highlighted below. The A-Z list on the Libraries' website provides a complete register of electronic offerings. Specific course books, audio-video and related resources can be made available from the Libraries reserve desk by completing an online request form https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/places-items-on-reserve/ specifically from this link: reserves.library.yorku.ca

Select eBook Platforms:

- De Gruyter eBooks
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Select Subject Databases:

- SPORTDiscus (and many other Ebsco databases)
- PubMed and Medline (Ovid)
- Scopus
- JSTOR
- Web of Science

Relevant Newspaper/ Magazine Collections:

- Alternative Press Index
- Press Reader
- Factiva
- Eureka.cc
- Nexis Uni

Select Streaming Media:

- Primal Pictures (Anatomy TV)
- Sage Video
- Films on Demand
- Kanopy
- LinkedIn Learning

SERVICES

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through workshops, online research guides, and individual research assistance. Instructors can arrange a research skills workshop (or seminar) geared to a specific assignment, course, or competency.

Select Research Guides of Interest:

- Anatomy & Physiology Guide
- Open Educational Resources
- Academic Writing Guide
- Data Visualization
- Kinesiology
- Nursing
- Natural Science

Research Help

Online research assistance is available in both English and French via chat and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian.

Writing and Project Management Support

The writing resources including those related to research design, teamwork, and the experiential education modules in SPARK will also be very helpful to students enrolled in this C4 program. The Student Guide to Groupwork and the Student Project Toolkit may also be helpful to C4 students when planning group projects.

Accessibility Services

Library Accessibility Services (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact lashelp@yorku.ca with questions.

YORK
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November 3, 2023

Professor Anne Moore,
School of Kinesiology and Health Science

Re: Major Modification: 90-Credit Degree in Movement and Health

I enthusiastically endorse this program proposal from the School of Kinesiology and Health Science (KHS), which demonstrates a way to fill a clear need for students in our Faculty. This will improve the flexibility and quality of educational programming, the retention of students and their successful completion and transition after graduation. This should have positive effects both in the School and in other units in the Faculty. For instance, automatic transfers to the Department of Psychology of students who were ineligible to proceed in KHS will be discontinued, which will benefit both units' students, instructors and staff.

The full proposal has had the support from the Dean's Office, the Associate Dean, Learning, Teaching & Academic Programs, and the Associate Dean, Students. Student advising services and the Office of the University Registrar have also provided consultation and support for the program's timely implementation.

This is a significant step in addressing recommendations from the School's past cyclical program reviews and other related program feedback, including repeated student requests for a three-year degree. Again, I reiterate my strong support of this proposed program.

Sincerely,

David Peters, MD, MPH, DrPH
Dean, Faculty of Health