

York University

Non-Major Modification to Existing Programs

TEMPLATE

Program: Global Health

Degree Designation: All Degrees

Type of Modification:
(Examples include changes to degree / admission requirements.)

Changes to Degree

Effective Date: Fall 2024

1. State what the changes are (Example: increase / decrease to the number of major credits)

In response to the recommendations and approvals resulting from the recent Global Health Cyclical Program Review, the proposed non-major modification includes minor modification to the academic degree programs (BA & BSc) in Global Health. These changes primarily focus on the enhancement of course pre-requisites, the reassignment of course numbers to minimize confusion for Registrar's Office, and the division of two courses into separate components and the re-structuring of the practicum suite of courses for improved accessibility and student success. These changes will not impact the program learning outcomes.

A snapshot of the changes:

- Addition of a statistics course choice to our stream electives to allow for students to take a graduate school pre-requisite stats course within the Specialized Honours Global Health Program;
- Adapting our existing 2nd year 6.0 research methods course into two 3.0 methods courses taken in the 2nd & 3rd year;
- Updating global health foundational knowledge by adding a second Foundations course (GH1011) to our core courses;

- Revising our suite of practicum courses to better serve student and pedagogical needs: a 3.0 preparation course in Fall (GH4600), 6.0 practicum course in Winter (GH4601) and 3.0 Capstone course post-practicum (GH4602).

Core course changes to all Degrees:

Spec. Honours (BA) – Global Health and the Environment

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;

Add GH 4601 (Practicum) will be a new core course for the Specialized Honours program;

Add GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

Remove GH 4300 9.00 and GH 4400 3.00 from core courses.

Spec. Honours (BA) – Global Health and the Environment

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;

Add GH 4601 (Practicum) will be a new core course for the Specialized Honours program;

Add GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

Remove GH 4300 9.00 and GH 4400 3.00 from core courses.

Spec. Honours (BA) – Global eHealth

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;

Add GH 4601 (Practicum) will be a new core course for the Specialized Honours program;

Add GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

Remove GH 4300 9.00 and GH 4400 3.00 from core courses.

Spec. Honours (BA) – Health Promotion and Disease Prevention

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;

Add GH 4601 (Practicum) will be a new core course for the Specialized Honours program;

Add GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

Remove GH 4300 9.00 and GH 4400 3.00 from core courses.

Spec. Honours (BA) – Global Health Policy, Management, and Systems Stream

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;

Add GH 4601 (Practicum) will be a new core course for the Specialized Honours program;

Add GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

Remove GH 4300 9.00 and GH 4400 3.00 from core courses.

Spec. Honours (BSc) – Global eHealth

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;

Add GH 4601 (Practicum) will be a new core course for the Specialized Honours program;

Add GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

Remove GH 4300 9.00 and GH 4400 3.00 from core courses.

Spec. Honours (BSc) – Health Promotion and Disease Prevention

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;

Add GH 4601 (Practicum) will be a new core course for the Specialized Honours program;

Add GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

Remove GH 4300 9.00 and GH 4400 3.00 from core courses.

Spec. Honours (BSc) – Global Health Policy, Management, and Systems Stream

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;

Add GH 4601 (Practicum) will be a new core course for the Specialized Honours program;

Add GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

Remove GH 4300 9.00 and GH 4400 3.00 from core courses.

Global Health (BA) – Honours;

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Global Health (BSc) – Honours;

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Global Health (BA) – Honours Major/Minor;

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Global Health (BSc) – Honours Major/Minor;

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Global Health (BA) – Honours Double Major;

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Global Health (BSc) – Honours Double Major;

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Global Health (BA) – Honours Minor;

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Add GH/1011 3.00 under “Earned at least 9 credits from the following.”

Global Health (BA) – 90 credits;

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Global Health (BSc) – 90 credits;

Change the requirements to GH 1001 3.00 OR GH 1002 3.00.

Add GH 1011 3.00 as a major credit.

HH/GH 2011 3.00 and HH/GH 3011 3.00 to replace GH 2010 6.00

Changes to the Stream Electives:

We are adding Statistics courses to our stream electives to allow graduate school pre-requisite courses to qualify as stream electives within the Specialized Honours Global Health Program. In our consultation sessions during the Cyclical Program Review with both current students and alumni of the global health programs, they expressed a strong desire to have a statistics course be more accessible to them as part of their degree. A course in statistics is frequently an entrance requirement for graduate degree programs that global health students are interested in pursuing, e.g., a Master's in Public Health (MPH).

Added the following courses to Spec. Honours (BA) – Global Health and the Environment stream electives (students can choose ONE):

SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0.

Added the following courses to Spec. Honours (BA) – Global eHealth stream electives (students can choose ONE):

SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0.

Added the following courses to Spec. Honours (BA) – Health Promotion and Disease Prevention stream electives (students can choose ONE):

SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0.

Added the following courses to Spec. Honours (BA) – Global Health Policy, Management, and Systems Stream stream electives (students can choose ONE):

SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0.

Added the following courses to Spec. Honours (BSc) – Global Health and the

Environment stream electives (students can choose ONE):

SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0.

Added the following courses to Spec. Honours (BSc) – Health Promotion and Disease Prevention stream electives (students can choose ONE):

SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0.

Added the following courses to Spec. Honours (BSc) – Global Health Policy, Management, and Systems Stream stream electives (students can choose ONE):

SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0.

Added the following courses to Spec. Honours (BSc) – Global eHealth stream electives (students can choose ONE):

SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0.

2. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

The proposed changes do not alter the program learning outcomes. This non major modification aims to enhance the overall learning progression and experience for students. The rationale for these changes is rooted in the program's commitment to continuous curricular improvement in response to the recent cyclical program review, which are based in pedagogical trends in the field of global health.

Overall Changes to Specialized Honours/Honours:

We are proposing to change the following requirements for students (detailed rationales will follow):

1. Choose either GH 1001 3.00 or GH 1002 3.00 to fulfill their anatomy and physiology course requirement (they have traditionally taken both as core courses);
2. Add GH 1011 3.00 as a core course (to be taken in Winter of their first year after they take GH1010, but can also be taken simultaneously alongside 1010 if they are a Winter admit);
3. Add HH/GH 2011 3.00 and HH/GH 3011 3.00 as two research methods courses, replacing the current singular 6.0 research methods course (GH2010);
4. Re-design our suite of practicum courses to better serve students.

5. Adding statistics courses (from outside Global Health) to stream elective choices.

1. Students to choose either GH 1001 3.00 OR GH 1002 3.00:

Historically GH1001 and GH1002 were core courses. We are now requiring that students take ONE of these anatomy & physiology courses, not both. If students need both (if they are for example planning on applying to medical school) they can take one as a core course and the other as an elective course. This will free up a 3.0 core course allocation which will be GH1011 (see below). This is rooted in the need for our students to have more foundational Global Health knowledge (which GH1011 will ensure). Students who want more in-depth anatomy & physiology knowledge will be able to take the second course (GH1002) as an elective.

2. New foundations course added: GH 1011

As a result of our first CPR, we have identified the need to further enhance our existing foundations course (GH 1010 3.0). We are doing this by creating two foundation courses, so that our Specialized Honours and Honours degree programs will have: Foundations of Global Health I (GH 1010 3.0) and Foundations of Global Health II (GH 1011 3.0). We have done so for two reasons. First, faculty teaching at the 3000- and 4000-levels were consistently observing deficiencies in foundational knowledge, understanding, and skills that were acting as barriers for students in achieving higher-level competencies. Second, there was a need to strengthen opportunities for knowledge progression and scaffolding in a more organized and directed way – which needs to start at the beginning of the degree and will be further expanded throughout the core courses in the rest of the degree programs.

3. Research methods courses:

We are re-designing how we teach research methods, creating a new upper year course that will follow the 2000 level methods course, so having methods spread out over the degree span, splitting the 6.0 course into two 3.0 courses. By dividing the previous 6.0 2000 level course into one 2000 level (basic knowledge) and one 3000 level course (applied skill development) will provide time for students to develop more foundational knowledge in global health as they progress through their degree. A more applied research methods course at the 3000 level will help to meet students desire for applied learning and skills development in global health research.

4. Suite of practicum courses:

Historically, Global Health students completed a Winter term (9 credit) practicum: GH 4300 and would be obligated to complete preparatory workshops in the preceding Fall term, designed to holistically prepare them for their practicum placements. These workshops were delivered and coordinated by the Practicum Placement Coordinator, a faculty role in the School of Global Health supported by the Experiential Education coordinator. These workshops were not credited. Because of the pedagogical nature of this role, and through discussions with the Dean's office and educational developers, we have re-imagined the structure of the preparatory phase of the practicum to be housed in a new 3 credit course: Practicum Professionalization Seminar (GH 4600) followed by a 6.0 credit Practicum course (GH 4601) in the subsequent term. This 3-credit preparatory course will be taught by a Global Health faculty member and students will enroll in this course in the Fall term before their placement in the

subsequent Winter term.

1. Practicum Professionalization Seminar NCP (GH 4600, 3 credits, Fall term)
2. Global Health Practicum NCP (GH 4601, 6 credits, Winter term)
3. Applied Global Health Research Capstone (GH 4602, 3 credits, April)

Generally, practicums are centered around ongoing programs and/or research projects. Students may be involved in any number of skills-building activities such as program design, planning, implementation and/or evaluation, research (e.g., participant recruitment, data collection and/or analysis), advocacy, and/or formative inquiry or literature reviews to support the conceptualization and planning of such activities. Typically, these activities are embedded into the Practicum Organization's or Practicum Supervisor's portfolio. On occasion, students may be supported in developing distinct projects.

5. Adding Statistics courses:

We are proposing to add five statistics courses to qualify as one of the many stream electives to fulfill 3 credits of the 21 credited needed to satisfy the Specialized Honours stream courses. Students will choose one of the stats stream electives to fulfill the stats requirement. Noting that in course advising we will remind students of the pre-requisites for these courses. This not only will allow for the inclusion of knowledge and skills relevant across all global health Specialized Honours streams, but will do so in a way to enhance student success and to reduce the burden of additional courses that are needed for many of the students in the Specialized Honours program. In both our Cyclical Program Review and through repeated feedback from Global Health students, there has been a consistent request to allow for better incorporation of a statistics course within the degree program – especially in a way that would not require taking longer than four years to complete their degree (which some of our students have had to do). Because changing what courses qualify for satisfying the math credit requirement (as part of the Basic Science Requirement) under the BSc is much more complicated (requiring all Faculty of Health programs to agree), adding statistics to all Specialized Honours stream elective course lists – in which statistics is relevant across all Specialized streams – provides the easiest and best way to accommodate this need for future success of Global Health students who want to go on to graduate programs that require a statistics course as a pre-requisite for admission (e.g., MPH programs). We anticipate that this will also contribute to reducing the number of students who take longer than four years to complete their degree, as some need to take longer to get a statistics course after completing all of the onerous Specialized Honours degree requirements.

NB: All of these proposed changes to the degree will not alter students' ability to realize the program learning outcomes through core courses.

3. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives.

The Program Learning Outcomes for the undergraduate global health degree programs (BA & BSc) are as follows:

1. Utilize the requisite interdisciplinary approaches, theoretical lenses, and critical thinking skills to understand global health issues and actions necessary to improve health and equity globally.
2. Apply the appropriate qualitative, quantitative, and normative research methodologies in the definition and assessment of the health status of populations, determinants of health and illness, and factors contributing to health promotion, disease prevention, and health equity at the individual, community, and population level.
3. Exemplify the virtues of being an agent of change through envisioning opportunities for reform and being an advocate for promoting global health and equity, especially for disadvantaged or marginalized populations.
4. Articulate the benefits of a transdisciplinary approach to global health as a discipline and area of practice, and the manner in which knowledge, understanding, and skills from the humanities, social sciences, and the sciences can be applied to promote global health and equity.
5. Analyze the impact of public and private institutions, legal and financial systems, political processes, and social movements that comprise the multi-level, multi-sectorial nature of global health governance as they impact on health and equity.
6. Recognize the importance of and engage in problem-solving real-world issues collaboratively to promote health and equity at the local and global level, and the various mechanisms within global health governance that facilitate cooperative action for promoting health and equity.
7. Critically analyze the impacts of colonization, racism, misogyny, globalization, and neo-liberalism on the structure, function, and activities of global health policy, practice, and research, and the importance of respecting the insights and autonomy of diverse voices in the global health context.

The tables below map the course learning outcomes for all 5 new course proposals to the Global Health Program Learning Outcomes:

1. GH 1011: Foundations of Global Health II

Proposed Course Learning Outcomes	Program Learning Outcomes
1. describe what is distinctive about taking a population-level approach to health and health equity.	1, 2, 4, 7
2. identify and discuss the concepts, methods, and values that determine health within and across health systems locally and globally.	1, 2, 3, 4, 5, 7
3. identify strategies for promoting population health and health equity at the global level from the major perspectives introduced in this course.	1, 3, 4, 7
4. apply the principles and practices of global health to new or complex environments.	1, 3, 4, 6
5. demonstrate adherence to academic and professional skills that support long-term learning strategies.	1, 2

2. GH 2011: Methods and Approaches in Global Health Research I

Proposed Course Learning Outcomes	Program Learning Outcomes
1. Describe the steps of the research process	1
2. Understand the role of equitable partnerships in global health research	6, 7
3. Identify different types and strengths of empirical evidence	1
4. Understand the role of evidence synthesis in global health practice and policy	1, 4
5. Understand multi-disciplinary approaches to global health research	1, 4
6. Ability to search for, identify and critically appraise empirical research	1
7. Ability to assess the credibility of scientific claims, particularly from media sources	2

3. GH 3011: Methods and Approaches in Global Health Research II

Proposed Course Learning Outcomes	Program Learning Outcomes
1. Ask appropriate research questions and study designs	2
2. Describe quantitative, qualitative and mixed method approaches	2
3. Identify the basic principles of health research ethics	1, 2
4. Manage and collect quantitative and qualitative data	2
5. Use appropriate analytic technique and software for quantitative or qualitative data	2
6. Interpret and report research results	2
7. Explain roles of knowledge translation, exchange, and mobilization	2, 6, 7

4. GH 4600: Practicum Professionalization Seminar

Proposed Course Learning Outcomes	Program Learning Outcomes
1. reflect on personal skills in relation to practicum requirements and expectations of professional work settings.	1, 3, 6, 7
2. develop individual learning plan that can support their practicum placement and lifelong learning	1, 3, 6, 7
3. identify mechanisms to navigate and resolve conflict using health communication and conflict resolution tools.	1, 3, 6, 7
4. articulate their contextualized rights and responsibilities as global citizens and team players in organizational settings	1, 3, 6, 7
5. identify actions that reflect professionalism in global health settings and practice self-care using wellbeing tools and strategies that they can use to thrive in their placements.	3, 7

5. GH 4601: Global Health Practicum

Proposed Course Learning Outcomes	Program Learning Outcomes
1. apply relevant theories, concepts, and skills learned through academic coursework in a practice setting relevant to their interests in public health.	1, 2, 3
2. develop confidence in applying specific skills and relevant theory pertinent to their areas of interest, expertise, and practice.	3, 4, 6
3. conduct a systematic examination or inquiry of a public health, policy issue/problem or an administrative, organizational, or professional practice concern.	4, 6, 7
4. enhance research-related skills in health services or health policy research and/or programs (e.g., program intervention, design, planning, and/or evaluation)	2
5. reflect on global health issues while working in a professional environment,	6, 7
6. demonstrate planning, organizational, communication and collaborative skills while working with colleagues in a professional practice global health setting.	6

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

N/A. Global health students are already taking the Statistics courses offered by MATH, PSYC, and KINE. This proposed changed only seeks to include such as courses as qualifying towards their 21 stream elective credits.

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

There should not be any resource issues. We have 1 new hire beginning in January 2024 and 2 new hires that we are in the process of hiring now (for July 1, 2024 start).

Specifically, for changes to Global Health courses and resources required will be as follows:

GH1001 3.00 and GH1002 3.0	No longer both required course (it's one or the other). No change in resources.
GH 1011 3.00	This course will be taught by the new hire (July 2024 start).
GH 2011 3.00 and GH 3011 3.00	These courses will not start until 2025 and 2026, the course director who currently teaches GH 2010 6.00 will teach these new courses in 2025/6 and the GH 2010 6.00 which she currently teaches will no longer be offered. No change in resources.
GH 4600 3.00, GH 4601 6.00, and GH 4602 3.00 will replace GH 4300 9.00 and GH 4400 3.00.	NCP GH 4600 3.00 is replacing the Practicum Coordinator role as requested by the Dean, and will become a 3.0 course. Our Practicum Coordinator always received 0.5 FTE for Coordinating the practicum (running the workshops), it's now simply a 3.0 credit course. No changes in resources. The practicum course (GH4601) and post-practicum capstone (GH4602) courses will be taught by current faculty members as they always have been, no change here as there is no change in number of courses taught.

For non-Global Health courses, there are no new resources are required at this time as Global Health students are already accessing these courses. Nevertheless, there is an argument for expanding further access to the PSYC and KINE versions of this course to keep more money within the Faculty of Health – as Global Health students who take the MATH statistics course have a portion of their tuition dollars follow them to the Faculty that provides the course.

The statistics courses being added to stream electives: SC/MATH 1131 3.00, HH/KINE 2050 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.0 are not resourced by us, we are simply being given seats.

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

With these proposed program changes we have a plan in place to accommodate students who are currently moving through the program and might be behind or taking a leave. We have planned for this and checked that all program degree requirements can accommodate this for our core courses under current resourcing – assuring that no students are disadvantaged by these changes. All students starting in 2024 will start the new courses, and students who started before 2024 will complete the current requirements or their equivalents. We have two

new hires currently underway, start dates July 1, 2024 so will have new teaching resources for GH1011 and GH4600. All current courses are already resourced and it is anticipated that other new courses will not need additional resources (eg: 6.0 becomes GH2022 3.0 and GH3011 3.0)

We have summarized the assumptions for the proposed changes for the 2024/2025 cohort here:

- Students will only have to take GH 1001 OR GH 1002 (not both);
- GH 1011 (Foundations of Global Health II) will be new core course for all programs;
- GH 2011 (Research Methods I) will be a new core course for all programs;
- GH 4600 (Professionalization Seminar) will be a new core course for the Specialized Honours program;
- GH 4601 (Practicum) will be a new core course for the Specialized Honours program;
- GH 4602 (Capstone) will be a new core course for the Specialized Honours program.

N.B. While these are, technically, new courses, they are, in reality, new ways of revising existing courses – i.e., the research methods course is redesigned from one, 6-credit credit course to two, 3-credit courses and the practicum course is redesigned from one, 9-credit course to one 6-credit and one 3-credit course. The only course that is entirely new is GH 1011.

Implications

- Our last intake (those students who started in 2023-24), should be the last students to (i) take GH 2010 and (ii) only need to take GH 1010 as core courses. So, 2024-25 will be the last academic year that GH 2010 is offered. We will ensure that this change is disseminated to current students in multiple places (i.e., website, school handbook, emails, announcements in core classes) so that it is very clear that GH 2010 will last be offered in the 2024-25 academic year and that if they started their degree in the 2023-24 academic year or earlier than they should take it in 2024-25, if they have not already done so.
- Our next intake (those students who start in the 2024-25 academic year), should be the first students to (i) take GH 1011, (ii) to take GH 2011, (iii) to not have to take GH 1002 as a core course (they can take it as an elective). While this intake and those who come after will also need to take GH 3011, we won't have to offer this course until the 2026-27 academic year.

Snapshot of what Course Planning will look like moving forward:

<u>2024-2025 Course Planning</u>	<u>2025-2026 Course Planning</u>	<u>2026-2027 Course Planning</u>
GH 1001 and GH1002	GH 1001 and GH1002	GH 1001 and GH1002
GH 1011	GH 1011	GH 1011
GH 2010 (to be taken by those who started their degrees in 2023-24 or earlier)	GH 2011	GH 2011
GH 4600	GH 4600	GH 3011
GH 4601	GH 4601	GH 4600
GH 4602	GH 4602	GH 4601
		GH 4602

N.B. The students currently enrolled in our program will not be affected by the added stream electives. They can continue to take the courses that they are taking. However, they may now also take the additional courses added. Their options will be expanded.

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

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Global Health (Specialized Honours BA Program): 120 credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University.</p>	<p>Global Health (Specialized Honours BA Program): 120 credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University.</p>

<p>Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: Students have the option to take specified Faculty of Health courses to fulfill their social</p>	<p>Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: Students have the option to take specified Faculty of Health courses to fulfill their social</p>
--	--

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: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:

Core Courses (60 credits)

- [HH/GH 1001 3.00](#) and [HH/GH 1002 3.00](#)
- [HH/GH 1010 3.00](#)
- [HH/GH 2000 3.00](#)
- [HH/GH 2010 6.00](#)
- [HH/GH 2100 3.00](#)
- [HH/GH 2200 3.00](#)
- [HH/GH 3000 3.00](#)
- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- ~~[HH/GH 4300 9.00](#)~~
- ~~[HH/GH 4400 3.00](#)~~
- [HH/GH 4510 3.00](#)

Global e-Health

At least 21 credits selected from:

- [HH/GH 3200 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 2040 3.00](#) or [HH/HLST 2050 3.00](#)

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: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:

Core Courses (60 credits)

- [HH/GH 1001 3.00](#) or [HH/GH 1002 3.00](#)
- [HH/GH 1010 3.00](#)
- [HH/GH 1011 3.00](#)
- [HH/GH 2000 3.00](#)
- [HH/GH 2011 3.00](#) and [HH/GH 3011 3.00](#)
- [HH/GH 2100 3.00](#)
- [HH/GH 2200 3.00](#)
- [HH/GH 3000 3.00](#)
- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- [HH/GH 4601 3.00](#)
- [HH/GH 4602 6.00](#)
- [HH/GH 4603 3.00](#)
- [HH/GH 4510 3.00](#)

Global e-Health

At least 21 credits selected from:

- [HH/GH 3200 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 2040 3.00](#) or [HH/HLST 2050 3.00](#)

- [HH/HLST 3310 3.00](#)
- [HH/HLST 3320 3.00](#)
- [HH/HLST 3330 3.00](#)
- [HH/HLST 3341 3.00](#)
- [HH/HLST 4310 3.00](#)
- [HH/HLST 4320 3.00](#)
- [HH/HLST 4330 3.00](#)
- [HH/HLST 4340 3.00](#)

Global Health Policy, Management and Systems

At least 21 credits selected from:

- [AP/ECON 1000 3.00](#)
- [HH/GH 3200 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4500 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 2030 3.00](#)
- [HH/HLST 3015 3.00](#)
- [HH/HLST 3060 3.00](#)
- [HH/HLST 3210 6.00](#)
- [HH/HLST 3400 3.00](#)
- [HH/HLST 3450 3.00](#)
- [HH/HLST 3510 3.00](#)
- [HH/HLST 3540 3.00](#)
- [HH/HLST 4110 3.00](#)
- [HH/HLST 4130 3.00](#)
- [HH/HLST 4210 3.00](#)
- [HH/HLST 4250 3.00](#)
- [HH/HLST 4520 3.00](#)

Global Health Promotion and Disease Prevention

At least 21 credits selected from:

- [HH/GH 3200 3.00](#)

- [HH/HLST 3310 3.00](#)
- [HH/HLST 3320 3.00](#)
- [HH/HLST 3330 3.00](#)
- [HH/HLST 3341 3.00](#)
- [HH/HLST 4310 3.00](#)
- [HH/HLST 4320 3.00](#)
- [HH/HLST 4330 3.00](#)
- [HH/HLST 4340 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health Policy, Management and Systems

At least 21 credits selected from:

- [AP/ECON 1000 3.00](#)
- [HH/GH 3200 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4500 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 2030 3.00](#)
- [HH/HLST 3015 3.00](#)
- [HH/HLST 3060 3.00](#)
- [HH/HLST 3210 6.00](#)
- [HH/HLST 3400 3.00](#)
- [HH/HLST 3450 3.00](#)
- [HH/HLST 3510 3.00](#)
- [HH/HLST 3540 3.00](#)
- [HH/HLST 4110 3.00](#)
- [HH/HLST 4130 3.00](#)
- [HH/HLST 4210 3.00](#)
- [HH/HLST 4250 3.00](#)
- [HH/HLST 4520 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health Promotion and Disease Prevention

At least 21 credits selected from:

- [HH/GH 3200 3.00](#)

- [HH/GH 3500 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 3520 3.00](#)
- [HH/GH 4005 6.00](#) (cross-listed to: [HH/KINE 4005 6.00](#), [HH/PSYC 4005 6.00](#))
- [HH/KINE 3100 3.00](#)
- [HH/KINE 3340 3.00](#)
- [HH/KINE 3350 3.00](#)
- [HH/KINE 3645 3.00](#)
- [HH/KINE 4010 3.00](#)
- [HH/KINE 4020 3.00](#)
- [HH/KINE 4140 3.00](#)
- [HH/KINE 4150 3.00](#)
- [HH/KINE 4340 3.00](#)
- [HH/KINE 4370 3.00](#)
- [HH/KINE 4485 3.00](#)
- [HH/KINE 4518 3.00](#)
- [HH/KINE 4565 3.00](#)
- [HH/KINE 4640 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- [HH/KINE 4710 3.00](#)
- [HH/KINE 4720 3.00](#)
- [HH/KINE 4900 3.00](#)
- [HH/PSYC 3140 3.00](#)
- [HH/PSYC 3170 3.00](#)
- [HH/PSYC 3490 3.00](#)

Global Health and the Environment

At least 21 credits selected from:

- [EU/ENVS 1210 3.00](#)
- [EU/ENVS 1100 3.00](#)
- [EU/ENVS 1300 3.00](#)

- [HH/GH 3500 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 3520 3.00](#)
- [HH/GH 4005 6.00](#) (cross-listed to: [HH/KINE 4005 6.00](#), [HH/PSYC 4005 6.00](#))
- [HH/KINE 2050 3.00](#)
- [HH/KINE 3100 3.00](#)
- [HH/KINE 3340 3.00](#)
- [HH/KINE 3350 3.00](#)
- [HH/KINE 3645 3.00](#)
- [HH/KINE 4010 3.00](#)
- [HH/KINE 4020 3.00](#)
- [HH/KINE 4140 3.00](#)
- [HH/KINE 4150 3.00](#)
- [HH/KINE 4340 3.00](#)
- [HH/KINE 4370 3.00](#)
- [HH/KINE 4485 3.00](#)
- [HH/KINE 4518 3.00](#)
- [HH/KINE 4565 3.00](#)
- [HH/KINE 4640 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- [HH/KINE 4710 3.00](#)
- [HH/KINE 4720 3.00](#)
- [HH/KINE 4900 3.00](#)
- [HH/PSYC 3140 3.00](#)
- [HH/PSYC 3170 3.00](#)
- [HH/PSYC 3490 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health and the Environment

At least 21 credits selected from:

- [EU/ENVS 1210 3.00](#)
- [EU/ENVS 1100 3.00](#)
- [EU/ENVS 1300 3.00](#)

<ul style="list-style-type: none"> • EU/ENVS 1400 3.00 • EU/ENVS 2122 3.00 • EU/ENVS 2125 3.00 • EU/ENVS 2403 3.00 • EU/ENVS 2410 3.00 • EU/ENVS 2510 3.00 • EU/ENVS 3150 3.00 • EU/ENVS 3160 3.00 • EU/ENVS 3340 3.00 • EU/ENVS 3400 3.00 • EU/ENVS 3401 3.00 • EU/ENVS 3405 3.00 • EU/ENVS 3430 3.00 • EU/ENVS 3450 3.00 • EU/ENVS 4120 3.00 • EU/ENVS 4122 3.00 • EU/ENVS 4215 3.00 • EU/ENVS 4221 3.00 • EU/ENVS 4225 3.00 • EU/ENVS 4227 3.00 • EU/ENVS 4311 3.00 • EU/ENVS 4351 3.00 • EU/ENVS 4430 3.00 • EU/ENVS 4440 3.00 • EU/ENVS 4523 3.00 • EU/ENVS 4800A 3.00 • EU/ENVS 4800E 3.00 • EU/GEOG 2030 3.00 • EU/GEOG 2310 3.00 • EU/GEOG 2320 3.00 • EU/GEOG 3040 3.00 • EU/GEOG 3070 3.00 • EU/GEOG 3380 3.00 • EU/GEOG 3400 3.00 • EU/GEOG 4170 3.00 • HH/GH 3200 3.00 • HH/GH 3300 3.00 • HH/GH 3550 3.00 • HH/GH 4000 3.00 • HH/GH 4920 3.00 	<ul style="list-style-type: none"> • EU/ENVS 1400 3.00 • EU/ENVS 2122 3.00 • EU/ENVS 2125 3.00 • EU/ENVS 2403 3.00 • EU/ENVS 2410 3.00 • EU/ENVS 2510 3.00 • EU/ENVS 3150 3.00 • EU/ENVS 3160 3.00 • EU/ENVS 3340 3.00 • EU/ENVS 3400 3.00 • EU/ENVS 3401 3.00 • EU/ENVS 3405 3.00 • EU/ENVS 3430 3.00 • EU/ENVS 3450 3.00 • EU/ENVS 4120 3.00 • EU/ENVS 4122 3.00 • EU/ENVS 4215 3.00 • EU/ENVS 4221 3.00 • EU/ENVS 4225 3.00 • EU/ENVS 4227 3.00 • EU/ENVS 4311 3.00 • EU/ENVS 4351 3.00 • EU/ENVS 4430 3.00 • EU/ENVS 4440 3.00 • EU/ENVS 4523 3.00 • EU/ENVS 4800A 3.00 • EU/ENVS 4800E 3.00 • EU/GEOG 2030 3.00 • EU/GEOG 2310 3.00 • EU/GEOG 2320 3.00 • EU/GEOG 3040 3.00 • EU/GEOG 3070 3.00 • EU/GEOG 3380 3.00 • EU/GEOG 3400 3.00 • EU/GEOG 4170 3.00 • HH/GH 3200 3.00 • HH/GH 3300 3.00 • HH/GH 3550 3.00 • HH/GH 4000 3.00 • HH/GH 4920 3.00 • HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00
--	---

<p>Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Note: at least 12 credits in the major must be completed at the 4000 level.</p> <p>Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits.</p> <p>Global Health (Honours BA Program): 120 credits</p> <p>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.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an</p>	<p>Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Note: at least 12 credits in the major must be completed at the 4000 level.</p> <p>Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits.</p> <p>Global Health (Honours BA Program): 120 credits</p> <p>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.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an</p>
---	---

<p>approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: 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/</p> <p>Major credits: a minimum of 48 major credits as follows:</p> <p>Core Courses (48 credits)</p> <ul style="list-style-type: none"> • HH/GH 1001 3.00 • HH/GH 1002 3.00 • HH/GH 1010 3.00 • HH/GH 2000 3.00 • HH/GH 2010 6.00 • HH/GH 2100 3.00 • HH/GH 2200 3.00 • HH/GH 3000 3.00 	<p>approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: 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/</p> <p>Major credits: a minimum of 48 major credits as follows:</p> <p>Core Courses (48 credits)</p> <ul style="list-style-type: none"> • HH/GH 1001 3.00 or HH/GH 1002 3.00 • HH/GH 1010 3.00 • HH/GH 1011 3.00 • HH/GH 2000 3.00 • HH/GH 2011 3.00 and HH/GH 3011 3.00 • HH/GH 2100 3.00 • HH/GH 2200 3.00 • HH/GH 3000 3.00
--	---

- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- [HH/GH 4510 3.00](#)

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

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

Global 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 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

- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- [HH/GH 4510 3.00](#)
- [HH/GH 4600 3.00](#)
- [HH/GH 4601 6.00](#)
- [HH/GH 4603 3.00](#)

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

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

Global 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 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

<ul style="list-style-type: none"> • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: 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/</p> <p>Major credits: students must complete at least 36 credits in the major including the following:</p> <p>Core Courses</p> <ul style="list-style-type: none"> • HH/GH 1001 3.00 • HH/GH 1002 3.00 	<ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: 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/</p> <p>Major credits: students must complete at least 36 credits in the major including the following:</p>
--	--

<ul style="list-style-type: none"> • HH/GH 1010 3.00 • HH/GH 2000 3.00 • HH/GH 2010 6.00 • HH/GH 2100 3.00 • HH/GH 2200 3.00 <p>Additional 12.00 credits from the Global Health Core courses at 3000/4000 level for an overall total of at least 36 credits.</p> <p>Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level including at least 12 credits in the major.</p> <p>Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits.</p> <p>Global Health (Specialized Honours BSc Program): 120 credits</p> <p>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.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 12 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social 	<p>Core Courses</p> <ul style="list-style-type: none"> • HH/GH 1001 3.00 or HH/GH 1002 3.00 • HH/GH 1010 3.00 • HH/GH 1011 3.00 • HH/GH 2000 3.00 • HH/GH 2011 3.00 and HH/GH 3011 3.00 • HH/GH 2100 3.00 • HH/GH 2200 3.00 <p>Additional 12.00 credits from the Global Health Core courses at 3000/4000 level for an overall total of at least 36 credits.</p> <p>Upper-level credits: a minimum of 18 credits must be taken at the 3000 level or 4000 level including at least 12 credits in the major.</p> <p>Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits.</p> <p>Global Health (Specialized Honours BSc Program): 120 credits</p> <p>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.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 12 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
---	--

science categories approved by the Faculty of Liberal Arts & Professional Studies

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

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

Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.

Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 5: 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](#)

- 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 Global Health students take [HH/IHST 1020 6.00](#) (an approved Faculty of Health general education course).

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

Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.

Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 5: 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](#)

- three credits selected from:
 - [LE/EECS 1520 3.00](#)
 - [LE/EECS 1540 3.00](#)
 - [LE/EECS 1570 3.00](#)
- six credits selected from:
 - [SC/BIOL 1000 3.00](#)
 - [SC/BIOL 1001 3.00](#)
 - [SC/CHEM 1000 3.00](#)
 - [SC/CHEM 1001 3.00](#)
 - [SC/PHYS 1410 6.00](#) or [SC/PHYS 1420 6.00](#)
 - [SC/PHYS 1411 3.00](#) or [SC/PHYS 1421 3.00](#)
 - [SC/PHYS 1412 3.00](#) or [SC/PHYS 1422 3.00](#)

Major credits: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:

Core Courses (60 credits)

- [HH/GH 1001 3.00](#) and [HH/GH 1002 3.00](#)
- [HH/GH 1010 3.00](#)
- [HH/GH 2000 3.00](#)
- [HH/GH 2010 6.00](#)
- [HH/GH 2100 3.00](#)
- [HH/GH 2200 3.00](#)
- [HH/GH 3000 3.00](#)
- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- ~~[HH/GH 4300 9.00](#)~~
- ~~[HH/GH 4400 3.00](#)~~
- [HH/GH 4510 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: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:

Core Courses (60 credits)

- [HH/GH 1001 3.00](#) or [HH/GH 1002 3.00](#)
- [HH/GH 1010 3.00](#)
- [HH/GH 1011 3.00](#)
- [HH/GH 2000 3.00](#)
- [HH/GH 2011 3.00](#) and [HH/GH 3011 3.00](#)
- [HH/GH 2100 3.00](#)
- [HH/GH 2200 3.00](#)
- [HH/GH 3000 3.00](#)
- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- [HH/GH 4510 3.00](#)
- [HH/GH 4600 3.00](#)
- [HH/GH 4601 6.00](#)
- [HH/GH 4603 3.00](#)

<p>Global e-Health</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • HH/GH 3200 3.00 • HH/GH 3550 3.00 • HH/GH 4000 3.00 • HH/GH 4920 3.00 • HH/HLST 2040 3.00 or HH/HLST 2050 3.00 • HH/HLST 3310 3.00 • HH/HLST 3320 3.00 • HH/HLST 3330 3.00 • HH/HLST 3341 3.00 • HH/HLST 4310 3.00 • HH/HLST 4320 3.00 • HH/HLST 4330 3.00 • HH/HLST 4340 3.00 	<p>Global e-Health</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • HH/GH 3200 3.00 • HH/GH 3550 3.00 • HH/GH 4000 3.00 • HH/GH 4920 3.00 • HH/HLST 2040 3.00 or HH/HLST 2050 3.00 • HH/HLST 3310 3.00 • HH/HLST 3320 3.00 • HH/HLST 3330 3.00 • HH/HLST 3341 3.00 • HH/HLST 4310 3.00 • HH/HLST 4320 3.00 • HH/HLST 4330 3.00 • HH/HLST 4340 3.00 • HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00
<p>Global Health Policy, Management and Systems</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • AP/ECON 1000 3.00 • HH/GH 3200 3.00 • HH/GH 3550 3.00 • HH/GH 4000 3.00 • HH/GH 4500 3.00 • HH/GH 4910 3.00 • HH/GH 4920 3.00 • HH/HLST 2030 3.00 • HH/HLST 3015 3.00 • HH/HLST 3060 3.00 • HH/HLST 3210 6.00 • HH/HLST 3400 3.00 • HH/HLST 3450 3.00 • HH/HLST 3510 3.00 • HH/HLST 3540 3.00 • HH/HLST 4110 3.00 • HH/HLST 4130 3.00 • HH/HLST 4210 3.00 • HH/HLST 4250 3.00 	<p>Global Health Policy, Management and Systems</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • AP/ECON 1000 3.00 • HH/GH 3200 3.00 • HH/GH 3550 3.00 • HH/GH 4000 3.00 • HH/GH 4500 3.00 • HH/GH 4910 3.00 • HH/GH 4920 3.00 • HH/HLST 2030 3.00 • HH/HLST 3015 3.00 • HH/HLST 3060 3.00 • HH/HLST 3210 6.00 • HH/HLST 3400 3.00 • HH/HLST 3450 3.00 • HH/HLST 3510 3.00 • HH/HLST 3540 3.00 • HH/HLST 4110 3.00 • HH/HLST 4130 3.00 • HH/HLST 4210 3.00 • HH/HLST 4250 3.00 • HH/HLST 4520 3.00

- [HH/HLST 4520 3.00](#)

Global Health Promotion and Disease Prevention

At least 21 credits selected from:

- [HH/GH 3200 3.00](#)
- [HH/GH 3500 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 3520 3.00](#)
- [HH/GH 4005 6.00](#) (cross-listed to: [HH/KINE 4005 6.00](#), [HH/PSYC 4005 6.00](#))
- [HH/KINE 3100 3.00](#)
- [HH/KINE 3340 3.00](#)
- [HH/KINE 3350 3.00](#)
- [HH/KINE 3645 3.00](#)
- [HH/KINE 4010 3.00](#)
- [HH/KINE 4020 3.00](#)
- [HH/KINE 4140 3.00](#)
- [HH/KINE 4150 3.00](#)
- [HH/KINE 4340 3.00](#)
- [HH/KINE 4370 3.00](#)
- [HH/KINE 4485 3.00](#)
- [HH/KINE 4518 3.00](#)
- [HH/KINE 4565 3.00](#)
- [HH/KINE 4640 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- [HH/KINE 4710 3.00](#)
- [HH/KINE 4720 3.00](#)
- [HH/KINE 4900 3.00](#)
- [HH/PSYC 3140 3.00](#)
- [HH/PSYC 3170 3.00](#)
- [HH/PSYC 3490 3.00](#)

- [HH/KINE 2050 3.00](#) OR [HH/PSYC 2021 3.00](#) OR [SC/MATH 1131 3.00](#) OR [HH/PSYC 2020 6.00](#) OR [HH/PSYC 2022 3.00](#)

Global Health Promotion and Disease Prevention

At least 21 credits selected from:

- [HH/GH 3200 3.00](#)
- [HH/GH 3500 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 3520 3.00](#)
- [HH/GH 4005 6.00](#) (cross-listed to: [HH/KINE 4005 6.00](#), [HH/PSYC 4005 6.00](#))
- [HH/KINE 3100 3.00](#)
- [HH/KINE 3340 3.00](#)
- [HH/KINE 3350 3.00](#)
- [HH/KINE 3645 3.00](#)
- [HH/KINE 4010 3.00](#)
- [HH/KINE 4020 3.00](#)
- [HH/KINE 4140 3.00](#)
- [HH/KINE 4150 3.00](#)
- [HH/KINE 4340 3.00](#)
- [HH/KINE 4370 3.00](#)
- [HH/KINE 4485 3.00](#)
- [HH/KINE 4518 3.00](#)
- [HH/KINE 4565 3.00](#)
- [HH/KINE 4640 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- [HH/KINE 4710 3.00](#)
- [HH/KINE 4720 3.00](#)
- [HH/KINE 4900 3.00](#)
- [HH/PSYC 3140 3.00](#)
- [HH/PSYC 3170 3.00](#)
- [HH/PSYC 3490 3.00](#)

- HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00

Global Health and the Environment

At least 21 credits selected from:

- [EU/ENVS 1210 3.00](#)
- [EU/ENVS 1100 3.00](#)
- [EU/ENVS 1300 3.00](#)
- [EU/ENVS 1400 3.00](#)
- [EU/ENVS 2122 3.00](#)
- [EU/ENVS 2125 3.00](#)
- [EU/ENVS 2403 3.00](#)
- [EU/ENVS 2410 3.00](#)
- [EU/ENVS 2510 3.00](#)
- [EU/ENVS 3150 3.00](#)
- [EU/ENVS 3160 3.00](#)
- [EU/ENVS 3340 3.00](#)
- [EU/ENVS 3400 3.00](#)
- [EU/ENVS 3401 3.00](#)
- [EU/ENVS 3405 3.00](#)
- [EU/ENVS 3430 3.00](#)
- [EU/ENVS 3450 3.00](#)
- [EU/ENVS 4120 3.00](#)
- [EU/ENVS 4122 3.00](#)
- [EU/ENVS 4215 3.00](#)
- [EU/ENVS 4221 3.00](#)
- [EU/ENVS 4225 3.00](#)
- [EU/ENVS 4227 3.00](#)
- [EU/ENVS 4311 3.00](#)
- [EU/ENVS 4351 3.00](#)
- [EU/ENVS 4430 3.00](#)
- [EU/ENVS 4440 3.00](#)
- [EU/ENVS 4523 3.00](#)
- [EU/ENVS 4800A 3.00](#)
- [EU/ENVS 4800E 3.00](#)
- [EU/GEOG 2030 3.00](#)
- [EU/GEOG 2310 3.00](#)
- [EU/GEOG 2320 3.00](#)
- [EU/GEOG 3040 3.00](#)
- [EU/GEOG 3070 3.00](#)
- [EU/GEOG 3380 3.00](#)
- [EU/GEOG 3400 3.00](#)

Global Health and the Environment

At least 21 credits selected from:

- [EU/ENVS 1210 3.00](#)
- [EU/ENVS 1100 3.00](#)
- [EU/ENVS 1300 3.00](#)
- [EU/ENVS 1400 3.00](#)
- [EU/ENVS 2122 3.00](#)
- [EU/ENVS 2125 3.00](#)
- [EU/ENVS 2403 3.00](#)
- [EU/ENVS 2410 3.00](#)
- [EU/ENVS 2510 3.00](#)
- [EU/ENVS 3150 3.00](#)
- [EU/ENVS 3160 3.00](#)
- [EU/ENVS 3340 3.00](#)
- [EU/ENVS 3400 3.00](#)
- [EU/ENVS 3401 3.00](#)
- [EU/ENVS 3405 3.00](#)
- [EU/ENVS 3430 3.00](#)
- [EU/ENVS 3450 3.00](#)
- [EU/ENVS 4120 3.00](#)
- [EU/ENVS 4122 3.00](#)
- [EU/ENVS 4215 3.00](#)
- [EU/ENVS 4221 3.00](#)
- [EU/ENVS 4225 3.00](#)
- [EU/ENVS 4227 3.00](#)
- [EU/ENVS 4311 3.00](#)
- [EU/ENVS 4351 3.00](#)
- [EU/ENVS 4430 3.00](#)
- [EU/ENVS 4440 3.00](#)
- [EU/ENVS 4523 3.00](#)
- [EU/ENVS 4800A 3.00](#)
- [EU/ENVS 4800E 3.00](#)
- [EU/GEOG 2030 3.00](#)
- [EU/GEOG 2310 3.00](#)
- [EU/GEOG 2320 3.00](#)
- [EU/GEOG 3040 3.00](#)
- [EU/GEOG 3070 3.00](#)
- [EU/GEOG 3380 3.00](#)

- [EU/GEOG 4170 3.00](#)
- [HH/GH 3200 3.00](#)
- [HH/GH 3300 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)

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

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

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - [HH/KINE 2380 3.00](#)
 - [HH/KINE 3240 3.00](#)
 - [HH/KINE 3360 3.00](#)
 - [HH/KINE 3430 3.00](#)
 - [HH/KINE 3440 3.00](#)
 - [HH/KINE 3490 3.00](#)
 - [HH/KINE 3510 3.00](#)
 - [HH/KINE 3580 3.00](#)
 - [HH/KINE 3620 3.00](#)
 - [HH/KINE 4340 3.00](#)
 - [HH/KINE 4350 3.00](#)
 - [HH/KINE 4370 3.00](#)
 - [HH/KINE 4375 3.00](#)
 - [HH/KINE 4420 3.00](#)
 - [HH/KINE 4430 3.00](#)
 - [HH/KINE 4480 3.00](#)

- [EU/GEOG 3400 3.00](#)
- [EU/GEOG 4170 3.00](#)
- [HH/GH 3200 3.00](#)
- [HH/GH 3300 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

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

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

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - [HH/KINE 2380 3.00](#)
 - [HH/KINE 3240 3.00](#)
 - [HH/KINE 3360 3.00](#)
 - [HH/KINE 3430 3.00](#)
 - [HH/KINE 3440 3.00](#)
 - [HH/KINE 3490 3.00](#)
 - [HH/KINE 3510 3.00](#)
 - [HH/KINE 3580 3.00](#)
 - [HH/KINE 3620 3.00](#)
 - [HH/KINE 4340 3.00](#)
 - [HH/KINE 4350 3.00](#)
 - [HH/KINE 4370 3.00](#)
 - [HH/KINE 4375 3.00](#)
 - [HH/KINE 4420 3.00](#)
 - [HH/KINE 4430 3.00](#)
 - [HH/KINE 4480 3.00](#)

- [HH/KINE 4485 3.00](#)
- [HH/KINE 4490 3.00](#)
- [HH/KINE 4495 3.00](#)
- [HH/KINE 4560 3.00](#)
- [HH/KINE 4620 3.00](#)
- [HH/KINE 4635 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- All psychology courses, excluding:
 - [HH/PSYC 3350 3.00](#)
 - [HH/PSYC 3430 3.00](#)
 - [HH/PSYC 3600 3.00](#)
 - [HH/PSYC 3630 3.00](#)
 - [HH/PSYC 3670 3.00](#)
 - [HH/PSYC 4891 6.00](#)

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

Global Health (Honours BSc Program): 120 credits

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

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

General education: a minimum of 12 credits as follows:

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

- [HH/KINE 4485 3.00](#)
- [HH/KINE 4490 3.00](#)
- [HH/KINE 4495 3.00](#)
- [HH/KINE 4560 3.00](#)
- [HH/KINE 4620 3.00](#)
- [HH/KINE 4635 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- All psychology courses, excluding:
 - [HH/PSYC 3350 3.00](#)
 - [HH/PSYC 3430 3.00](#)
 - [HH/PSYC 3600 3.00](#)
 - [HH/PSYC 3630 3.00](#)
 - [HH/PSYC 3670 3.00](#)
 - [HH/PSYC 4891 6.00](#)

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

Global Health (Honours BSc Program): 120 credits

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

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

General education: a minimum of 12 credits as follows:

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

science categories approved by the Faculty of Liberal Arts & Professional Studies

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

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

Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.

Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 5: 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](#)

science categories approved by the Faculty of Liberal Arts & Professional Studies

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

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

Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.

Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 5: 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: a minimum of 48 major credits as follows:

Core Courses (48 credits)

- [HH/GH 1001 3.00](#)
- [HH/GH 1002 3.00](#)
- [HH/GH 1010 3.00](#)
- [HH/GH 2000 3.00](#)
- [HH/GH 2010 6.00](#)
- [HH/GH 2100 3.00](#)
- [HH/GH 2200 3.00](#)
- [HH/GH 3000 3.00](#)
- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- [HH/GH 4510 3.00](#)

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

- three credits selected from:
 - [LE/EECS 1520 3.00](#)
 - [LE/EECS 1540 3.00](#)
 - [LE/EECS 1570 3.00](#)
- six credits selected from:
 - [SC/BIOL 1000 3.00](#)
 - [SC/BIOL 1001 3.00](#)
 - [SC/CHEM 1000 3.00](#)
 - [SC/CHEM 1001 3.00](#)
 - [SC/PHYS 1410 6.00](#) or [SC/PHYS 1420 6.00](#)
 - [SC/PHYS 1411 3.00](#) or [SC/PHYS 1421 3.00](#)
 - [SC/PHYS 1412 3.00](#) or [SC/PHYS 1422 3.00](#)

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

Core Courses (48 credits)

- [HH/GH 1001 3.00](#) or [HH/GH 1002 3.00](#)
- [HH/GH 1010 3.00](#)
- [HH/GH 1011 3.00](#)
- [HH/GH 2000 3.00](#)
- [HH/GH 2011 3.00](#) and [HH/GH 3011 3.00](#)
- [HH/GH 2100 3.00](#)
- [HH/GH 2200 3.00](#)
- [HH/GH 3000 3.00](#)
- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- [HH/GH 4510 3.00](#)
- [HH/GH 4600 3.00](#)
- [HH/GH 4601 6.00](#)
- [HH/GH 4603 3.00](#)

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

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

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - [HH/KINE 2380 3.00](#)
 - [HH/KINE 3240 3.00](#)
 - [HH/KINE 3360 3.00](#)
 - [HH/KINE 3430 3.00](#)
 - [HH/KINE 3440 3.00](#)
 - [HH/KINE 3490 3.00](#)
 - [HH/KINE 3510 3.00](#)
 - [HH/KINE 3580 3.00](#)
 - [HH/KINE 3620 3.00](#)
 - [HH/KINE 4340 3.00](#)
 - [HH/KINE 4360 3.00](#)
 - [HH/KINE 4370 3.00](#)
 - [HH/KINE 4375 3.00](#)
 - [HH/KINE 4420 3.00](#)
 - [HH/KINE 4430 3.00](#)
 - [HH/KINE 4480 3.00](#)
 - [HH/KINE 4485 3.00](#)
 - [HH/KINE 4490 3.00](#)
 - [HH/KINE 4495 3.00](#)
 - [HH/KINE 4530 3.00](#)
 - [HH/KINE 4560 3.00](#)
 - [HH/KINE 4620 3.00](#)
 - [HH/KINE 4635 3.00](#)
 - [HH/KINE 4645 3.00](#)
 - [HH/KINE 4646 3.00](#)
- All psychology courses, excluding:
 - [HH/PSYC 3350 3.00](#)
 - [HH/PSYC 3430 3.00](#)
 - [HH/PSYC 3600 3.00](#)
 - [HH/PSYC 3630 3.00](#)
 - [HH/PSYC 3670 3.00](#)

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

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - [HH/KINE 2380 3.00](#)
 - [HH/KINE 3240 3.00](#)
 - [HH/KINE 3360 3.00](#)
 - [HH/KINE 3430 3.00](#)
 - [HH/KINE 3440 3.00](#)
 - [HH/KINE 3490 3.00](#)
 - [HH/KINE 3510 3.00](#)
 - [HH/KINE 3580 3.00](#)
 - [HH/KINE 3620 3.00](#)
 - [HH/KINE 4340 3.00](#)
 - [HH/KINE 4360 3.00](#)
 - [HH/KINE 4370 3.00](#)
 - [HH/KINE 4375 3.00](#)
 - [HH/KINE 4420 3.00](#)
 - [HH/KINE 4430 3.00](#)
 - [HH/KINE 4480 3.00](#)
 - [HH/KINE 4485 3.00](#)
 - [HH/KINE 4490 3.00](#)
 - [HH/KINE 4495 3.00](#)
 - [HH/KINE 4530 3.00](#)
 - [HH/KINE 4560 3.00](#)
 - [HH/KINE 4620 3.00](#)
 - [HH/KINE 4635 3.00](#)
 - [HH/KINE 4645 3.00](#)
 - [HH/KINE 4646 3.00](#)
- All psychology courses, excluding:
 - [HH/PSYC 3350 3.00](#)
 - [HH/PSYC 3430 3.00](#)
 - [HH/PSYC 3600 3.00](#)
 - [HH/PSYC 3630 3.00](#)
 - [HH/PSYC 3670 3.00](#)

- o [HH/PSYC 4891 6.00](#)

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

Global 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 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 Global Health students take [HH/IHST 1020 6.00](#) (an approved Faculty of Health general education course).

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

Note 3: students may complete a maximum of 30 credits in general education; any additional credits

- o [HH/PSYC 4891 6.00](#)

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

Global 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 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 Global Health students take [HH/IHST 1020 6.00](#) (an approved Faculty of Health general education course).

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

Note 3: students may complete a maximum of 30 credits in general education; any additional credits

not being used to fulfil general education may count toward electives.

Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 5: 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](#)

not being used to fulfil general education may count toward electives.

Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 5: 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](#)

- o [SC/PHYS 1412 3.00](#) or [SC/PHYS 1422 3.00](#)

Major credits: students must complete at least 36 credits in the major including the following:

- [HH/GH 1001 3.00](#)
- [HH/GH 1002 3.00](#)
- [HH/GH 1010 3.00](#)
- [HH/GH 2000 3.00](#)
- [HH/GH 2010 6.00](#)
- [HH/GH 2100 3.00](#)
- [HH/GH 2200 3.00](#)

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

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

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

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - o [HH/KINE 2380 3.00](#)
 - o [HH/KINE 3240 3.00](#)
 - o [HH/KINE 3360 3.00](#)
 - o [HH/KINE 3430 3.00](#)
 - o [HH/KINE 3440 3.00](#)
 - o [HH/KINE 3490 3.00](#)
 - o [HH/KINE 3510 3.00](#)
 - o [HH/KINE 3580 3.00](#)
 - o [HH/KINE 3620 3.00](#)
 - o [HH/KINE 4340 3.00](#)

- o [SC/PHYS 1412 3.00](#) or [SC/PHYS 1422 3.00](#)

Major credits: students must complete at least 36 credits in the major including the following:

- [HH/GH 1001 3.00](#) or [HH/GH 1002 3.00](#)
- [HH/GH 1010 3.00](#)
- [HH/GH 1011 3.00](#)
- [HH/GH 2000 3.00](#)
- [HH/GH 2011 3.00](#) and [HH/GH 3011 3.00](#)
- [HH/GH 2100 3.00](#)
- [HH/GH 2200 3.00](#)

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

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

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

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - o [HH/KINE 2380 3.00](#)
 - o [HH/KINE 3240 3.00](#)
 - o [HH/KINE 3360 3.00](#)
 - o [HH/KINE 3430 3.00](#)
 - o [HH/KINE 3440 3.00](#)
 - o [HH/KINE 3490 3.00](#)
 - o [HH/KINE 3510 3.00](#)
 - o [HH/KINE 3580 3.00](#)
 - o [HH/KINE 3620 3.00](#)
 - o [HH/KINE 4340 3.00](#)

<ul style="list-style-type: none"> ○ HH/KINE 4370 3.00 ○ HH/KINE 4375 3.00 ○ HH/KINE 4420 3.00 ○ HH/KINE 4430 3.00 ○ HH/KINE 4480 3.00 ○ HH/KINE 4485 3.00 ○ HH/KINE 4490 3.00 ○ HH/KINE 4495 3.00 ○ HH/KINE 4560 3.00 ○ HH/KINE 4620 3.00 ○ HH/KINE 4635 3.00 ○ HH/KINE 4645 3.00 ○ HH/KINE 4646 3.00 • All psychology courses, excluding: <ul style="list-style-type: none"> ○ HH/PSYC 3350 3.00 ○ HH/PSYC 3430 3.00 ○ HH/PSYC 3600 3.00 ○ HH/PSYC 3630 3.00 ○ HH/PSYC 3670 3.00 ○ HH/PSYC 4891 6.00 <p>Electives: additional elective credits as required for an overall total of at least 90 credits. Elective credits may be used to fulfil science and upper-level credits.</p>	<ul style="list-style-type: none"> ○ HH/KINE 4370 3.00 ○ HH/KINE 4375 3.00 ○ HH/KINE 4420 3.00 ○ HH/KINE 4430 3.00 ○ HH/KINE 4480 3.00 ○ HH/KINE 4485 3.00 ○ HH/KINE 4490 3.00 ○ HH/KINE 4495 3.00 ○ HH/KINE 4560 3.00 ○ HH/KINE 4620 3.00 ○ HH/KINE 4635 3.00 ○ HH/KINE 4645 3.00 ○ HH/KINE 4646 3.00 • All psychology courses, excluding: <ul style="list-style-type: none"> ○ HH/PSYC 3350 3.00 ○ HH/PSYC 3430 3.00 ○ HH/PSYC 3600 3.00 ○ HH/PSYC 3630 3.00 ○ HH/PSYC 3670 3.00 ○ HH/PSYC 4891 6.00 <p>Electives: additional elective credits as required for an overall total of at least 90 credits. Elective credits may be used to fulfil science and upper-level credits.</p>
--	--

Note: The [Academic Calendar](#) has changed it's formatting and no longer looks like the Existing Calendar Copy (Change From) so the other degrees (Major/Minor, Double Major, and Minor are below with just the changes.

Global Health (BA) – Honours Major/Minor;

Major Credits

48 Total Credits

- Passed the following:
 - [HH/GH1001 3.00](#) or [HH/GH1002 3.00](#)
 - [HH/GH 1010 3.00](#)
 - [HH/GH 1011 3.00](#)
 - [HH/GH 2000 3.00](#)
 - [HH/GH 2011 3.00 and HH/GH 3011 3.00](#)
 - [HH/GH 2100 3.00](#)
 - [HH/GH 2200 3.00](#)

- [HH/GH 3000 3.00](#)
- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- [HH/GH 4510 3.00](#)

Global Health (BSc) – Honours Major/Minor;

Major Credits

48Total Credits

- Passed the following:
 - [HH/GH1001 3.00](#) or [HH/GH1002 3.00](#)
 - [HH/GH 1010 3.00](#)
 - [HH/GH 1011 3.00](#)
 - [HH/GH 2000 3.00](#)
 - [HH/GH 2011 3.00 and HH/GH 3011 3.00](#)
 - [HH/GH 2100 3.00](#)
 - [HH/GH 2200 3.00](#)
 - [HH/GH 3000 3.00](#)
 - [HH/GH 3100 3.00](#)
 - [HH/GH 3545 3.00](#)
 - [HH/GH 3740 3.00](#)
 - [HH/GH 4010 3.00](#)
 - [HH/GH 4100 3.00](#)
 - [HH/GH 4200 3.00](#)
 - [HH/GH 4510 3.00](#)

Global Health (BA) – Honours Double Major;

Major Credits

48Total Credits

- Passed the following:
 - [HH/GH1001 3.00](#) or [HH/GH1002 3.00](#)
 - [HH/GH 1010 3.00](#)
 - [HH/GH 1011 3.00](#)
 - [HH/GH 2000 3.00](#)
 - [HH/GH 2011 3.00 and HH/GH 3011 3.00](#)
 - [HH/GH 2100 3.00](#)

- [HH/GH 2200 3.00](#)
- [HH/GH 3000 3.00](#)
- [HH/GH 3100 3.00](#)
- [HH/GH 3545 3.00](#)
- [HH/GH 3740 3.00](#)
- [HH/GH 4010 3.00](#)
- [HH/GH 4100 3.00](#)
- [HH/GH 4200 3.00](#)
- [HH/GH 4510 3.00](#)

Global Health (BSc) – Honours Double Major;

Major Credits

48 Total Credits

- Passed the following:
 - [HH/GH1001 3.00](#) or [HH/GH1002 3.00](#)
 - [HH/GH 1010 3.00](#)
 - [HH/GH 1011 3.00](#)
 - [HH/GH 2000 3.00](#)
 - [HH/GH 2011 3.00](#) and [HH/GH 3011 3.00](#)
 - [HH/GH 2100 3.00](#)
 - [HH/GH 2200 3.00](#)
 - [HH/GH 3000 3.00](#)
 - [HH/GH 3100 3.00](#)
 - [HH/GH 3545 3.00](#)
 - [HH/GH 3740 3.00](#)
 - [HH/GH 4010 3.00](#)
 - [HH/GH 4100 3.00](#)
 - [HH/GH 4200 3.00](#)
 - [HH/GH 4510 3.00](#)

Global Health (BA) – Honours Minor;

Minor Credits

30 Total Credits

- Complete all of the following
 - Passed the following:
 - [HH/GH1010 3.00](#)
 - [HH/GH 2011 3.00](#) and [HH/GH 3011 3.00](#)
 - Earned at least 9 credits from the following:

- [HH/GH1001](#) 3.00
- [HH/GH1002](#) 3.00
- [HH/GH 1011](#) 3.00
- [HH/GH2000](#) 3.00
- [HH/GH2100](#) 3.00
- [HH/GH2200](#) 3.00
- [HH/GH3000](#) 3.00
- [HH/GH3100](#) 3.00
- [HH/GH3545](#) 3.00
- [HH/GH3740](#) 3.00
- Earned at least 6 credits from the following:
 - [HH/GH4000 Cr=3.00 EN](#)
 - [HH/GH4010](#) 3.00
 - [HH/GH4100](#) 3.00
 - [HH/GH4200](#) 3.00
 - [HH/GH4210](#) 3.00
 - [HH/GH4510](#) 3.00
- Earned at least 6 credits from the following:
 - [HH/GH3200](#) 3.00
 - [HH/GH3300](#) 3.00
 - [HH/GH3500](#) 3.00
 - [HH/GH3550](#) 3.00
 - [HH/GH4500](#) 3.00
 - [HH/GH4900](#) 3.00
 - [HH/GH4910](#) 3.00
 - [HH/GH4920](#) 3.00

School/Department: School of Global Health

Course Rubric and Number: GH 1011

Credit Weight: 3.00 (e.g. 3.00, 6.00) **Effective Session:** Fall 2024 (e.g. Fall 2021, F/W 2021-22)

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

Foundations of Global Health II

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

Foundations of Global Health II

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.

Introduces the multidisciplinary concepts, methods, values, and structures that determine health within and across health systems locally and globally. The course also focuses on building academic and professional skills to support long-term learning strategies for solving global health problems.

List course(s) where applicable:

Prerequisites:	N/A
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:	All students
Not open to:	
Notes:	

Science Course:

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

This new course has been created as a result of needs identified within our recent Cyclical Program Review (CPR) around ensuring Global Health students have an improved foundational introduction to global health as a field of study and the skills necessary to support long-term learning strategies.

Longer Rationale

As a result of our first CPR, we have identified the need to further enhance our existing foundations course (GH 1010 3.0). We are doing this by creating two foundation courses, so that our Specialized Honours and Honours degree programs will have: Foundations of Global Health I (GH 1010 3.0) and Foundations of Global Health II (GH 1011 3.0).

We have done so for two reasons. First, faculty teaching at the 3000- and 4000-levels were consistently observing deficiencies in foundational knowledge, understanding, and skills that were acting as barriers for students in achieving higher-level competencies. Second, there was a need to strengthen opportunities for knowledge progression and scaffolding in a more organized and directed way – which needs to start at the beginning of the degree and will be further expanded throughout the core courses in the rest of the degree programs. Moving to two foundations courses will allow us to do both, as well as providing the ability to enhance our programs in many ways, including better addressing emerging issues and building essential 21st century skills, strengthening cross-disciplinary thinking, better integration of the sustainable development goals, and expanding capacity for active and collaborative learning.

Both courses will focus on health within and across health systems (i.e., healthcare, public health, social determinants of health, planetary health) locally and globally, but will focus on different aspects between these two courses to create an integrated foundational introduction to global health.

Foundations of Global Health I (GH 1010 3.0) will focus on introducing the structural and systemic factors that contribute to the conditions under which people can be healthy, such as social, economic, political, and environmental factors. Foundations of Global Health II (GH 1011 3.0) will focus on concepts, methods, and values underlying our efforts to assure the conditions under which people can be healthy. Both GH 1010 and GH 1011 will have a strong focus on building academic and professional skills to support long-term learning strategies for solving global health problems.

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.

<p><i>Alignment with Unit and/or Faculty Plan</i></p>	<p>Proposed Course Learning Outcomes:</p> <p><i>By the end of this course, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe what is distinctive about taking a population-level approach to health and health equity. (Aligned with Program Outcomes 1, 3) 2. Discuss the concepts, values, and structures that determine health within and across health systems locally and globally. (Aligned with Program Outcomes 1, 3) 3. Identify strategies for promoting population health and health equity at the global level from the major perspectives introduced in this course. (Aligned with Program Outcomes 2, 4) 4. Apply the principles and practices of global health to new or complex environments. (Aligned with Program Outcomes 4) 5. Demonstrate adherence to academic and professional skills that support long-term learning strategies. (Aligned with Program Outcomes 4, 5)
<p><i>Alignment with University Academic Plan</i></p>	<p>Alignment with the UAP Priorities:</p> <p>21st Century learning, knowledge for the future, from access to success, advancing global engagement, working in partnership and living well together – rooted in local and global communities.</p>

Alignment with SDG(s) (only as applies)	Alignment with the SDGs: 3. Good health and well being 10. Reduced inequalities 11. Sustainable cities and communities
--	---

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.

New course extends and complements the existing Foundations of Global Health (GH 1010) course by creating greater foundational knowledge and understanding around concepts, methods, values, and structures that determine health within and across health systems locally and globally. In particular, this course will improve curricular efforts to strengthen scaffolded learning and progression around core knowledge within degree programs that were identified as part of our recent CPR.

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

GH 1011 will be a first-year core course for all Global Health degrees, with the exception of the minor in global health. The expected enrollment will be all of the first-year students entering the Global Health degree programs, as well as a handful (5-15) of students from other programs who might be interested in global health.

Section B - Course Structure:

1. Is this course (Please select one with "X"):

<input checked="" type="checkbox"/>	Fully face to face
<input type="checkbox"/>	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).
<input type="checkbox"/>	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”.
<input type="checkbox"/>	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
<input type="checkbox"/>	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.

Meet weekly (2-hour lecture; 1 hour tutorial) x 12 weeks

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 - GH 1011 is to be delivered fully in-person

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

Every year in the Winter term.

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

YES	NO
X	

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.

The anticipated course director for this course will be the new Assistant Professor in Experiential Education (scheduled to begin July 1, 2024). However, as it is a foundational course, all Global Health faculty members have the expertise to teach this course. Professor Oghenowede Eyawo has been teaching the first part (GH 1010) for the past two years, but other faculty willing to teach this course includes Dr. A.M. Viens.

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.

No, all teaching is provided by School of Global Health faculty - though some guest lectures may be included for some sessions.

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://its.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.

- How do you plan your global health degree to best prepare your career?
- What is the role of equity, diversity, inclusion, and decolonization in global health?
- How do you evaluate global health? (global health program evaluation)
- How do you think critically in global health? (global health ethics)
- How do you write critically in global health? (global health law)
- How do you present your ideas in global health? (global health governance and leadership)
- How do you present your ideas for a non-specialist audience? (global health and humanitarianism)
- How do you use technology to help you do well in studying global health? (global health knowledge mobilization)

Each of these themes/topics will use a specific area of global health (e.g., program evaluation, global health ethics, global health law, global health humanitarianism, etc.) to contextualize the central concepts, methods, and values used within the field as well as connecting the academic and professional skills that underlie the various ways in which the concepts, methods, and values are put into practice.

	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.

*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:

Multidisciplinary Understanding: Provide students with a comprehensive understanding of global health by exploring concepts, methods, values, and structures that influence health systems both locally and globally, incorporating perspectives from diverse disciplines.

Critical Analysis: Develop students' ability to critically analyze health disparities, health policies, and global health challenges, fostering a deep understanding of the social, cultural, economic, and political factors that contribute to health outcomes worldwide.

Problem-Solving Skills: Equip students with problem-solving skills necessary for addressing complex global health issues, encouraging innovative thinking and the ability to apply theoretical knowledge to real-world scenarios.

Effective Communication: Enhance students' communication skills, both written and oral, enabling them to articulate complex health concepts and research findings to diverse audiences.

Collaborative Learning: Foster a collaborative learning environment where students engage in teamwork, interdisciplinary collaboration, and cross-cultural understanding, reflecting the global nature of health challenges and solutions.

Long-Term Learning Strategies: Develop academic and professional skills that support long-term learning strategies, including information literacy, critical thinking, and continuous self-reflection, preparing students for a lifelong commitment to understanding and addressing global health problems.

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:

By the end of this course, students will be able to:

1. describe what is distinctive about taking a population-level approach to health and health equity.
2. identify and discuss the concepts, methods, and values that determine health within and across health systems locally and globally.
3. identify strategies for promoting population health and health equity at the global level from the major perspectives introduced in this course.
4. apply the principles and practices of global health to new or complex environments.
5. demonstrate adherence to academic and professional skills that support long-term learning strategies.

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:

In class discussions
 Lecture
 Active learning strategies (e.g., rounds, think, pair, share, etc.)
 Experiential Education (EE)- Classroom Focused Activities (e.g., guest speakers from the field)

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) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
1. Guest Speaker representing a community-focused agency	Learning Outcome #4	Students will be required to provide a reflection on their group discussion. The quality of their comments in relation to the discussed topic will be grade.		1
Active learning strategies such as think-pair-share	Learning outcome 1, 2	N		
Mini quizzes	Learning outcome 1, 2 and 3	Y		

5. demonstrate adherence to academic and professional skills that support long-term learning strategies.

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.

	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

Learning/Teaching with Technology:

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

The course will use eClass, lectures will use tools like mentimeter, whiteboards, google jamboards and padlet for collaboration and discussions.

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.

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.)

N/A

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 during lectures	5	1 - 5
Tutorials attendance	15	1 - 5
eClass quizzes	10	1 - 5
Mini literature review	20	4, 5

Midterm exam	20	1-5
Final exam	30	1-5

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.

Think-pair-share in class and tutorials, written feedback on the mini-literature review from TAs, opportunity to engage in peer feedback in preparing the mini-literature reviews (in tutorial, facilitated by TA), mini quizzes to prep for the midterm and final exam.

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.).

Required readings will be a mixture of articles, book chapters, and government/NGO documents. Some indicative readings are:

Lori DiPrete Brown, *Foundations for Global Health Practice* (Oxford: Wiley, 2018), various chapters.

Kathryn H. Jacobsen, *Introduction to Global Health* (Jones & Bartlett Learning, 2022), various chapters

Jill Murphy et al., 'Making a commitment to ethics in global health research partnerships: a practical tool to support ethical practice,' *Journal of Bioethical Inquiry* 12(2015):137-46.

Mary White and Kelly Anderson, 'Why Matters: Motivations in Global Health Training,' in Akshaya Neil Arya and Jessica Evert (eds.), *Global Health Experiential Education: From Theory to Practice* (London: Routledge, 2018), Chapter 15.

Chelsea Clinton and Devi Sridhar, *Governing Global Health: Who Runs the World and Why?* (Oxford: Oxford University Press, 2017).

World Health Organization, *Closing the gap in a generation: health equity through action on the social determinants of health - Final report of the commission on social determinants of health* (Geneva: WHO, 2008).

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.)

Anne-Emanuelle Birn, Yogan Pillay, and Timothy H. Holtz (eds.), *Textbook of Global Health*, fourth edition (Oxford: Oxford University Press, 2017), various chapters.

Lawrence O. Gostin and Benjamin Mason Meier (eds.) *Foundations of Global Health & Human Rights* (Oxford University Press, 2020), various chapters.

Vincanne Adams, 'Metrics of the Global Sovereign: Numbers and Stories in Global Health,' in Vincanne Adams (ed.), *Metrics: What Counts in Global Health* (Duke University Press, 2016), pp. 1-19.

Solomon Benatar and Gillian Brock (eds.), *Global Health and Global Health Ethics* (Cambridge: Cambridge University Press, 2011), various chapters.

Kelley Lee and Jeff Collin, *Global Change and Health* (London: McGraw-Hill, 2005), chapter 1.

Abdallah Daar and Peter Singer, *The Grandest Challenge Taking Life-Saving Science from Lab to Village* (Toronto: Penguin, 2013)

Randall M. Packard, *A History of Global Health: Interventions into the Lives of Other Peoples* (Baltimore: Johns Hopkins University Press, 2016).

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)

Traditional lecture theatre for lectures; tutorial rooms could allow for collaborative activities.

3. Teaching Support:

<ul style="list-style-type: none"> Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify: 	YES	NO
		X
<ul style="list-style-type: none"> 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	
<p>As with GH 1010 (Foundations of Global Health I), we will need tutorial sections to be included. The number of tutorials will be determined by overall enrollment, but each tutorial section will be limited to no more than 30 students.</p>		
<ul style="list-style-type: none"> 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
	X	
<p>If yes, specify why and for what duties/tasks the extra support is needed:</p>		
<p>Teaching assistants (TAs) will be needed to lead the tutorial sections. The Course Director will lead one of the tutorials (as is currently done with GH 1010), but the remaining tutorial sections will need TAs to run them.</p>		
<ul style="list-style-type: none"> If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> Will the instructor need to travel to visit the off-campus community partner(s)? 	YES	NO
		X
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Is the placement intended to be domestic or international, or both? 	Domestic	
	International	
	Both	
<ul style="list-style-type: none"> If the course is blended or online, indicate whether the support of the eLearning specialist is required? 	YES	NO
		X
<p>If yes, please specify the type of eLearning supports you need:</p>		

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 be 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/>. Revised June 2023



October 13, 2023

Faculty of Health
426 Health, Nursing and Environmental Studies Building
Toronto, ON
M3J 1P3

RE: New Course Proposal – Foundations of Global Health II (GH 1011)

FACULTY OF HEALTH

School of Global Health

Dr. A.M. Viens

Victor Dahdaleh Building
Room 5022B
88 The Pond Road
Toronto, ON
M3J 2S5
amviens@yorku.ca
(416) 736-2100, ext. 30042
globalhealth.yorku.ca
@YUGlobalHealth

Dear Members of the Faculty Curriculum Committee,

I am writing to express my enthusiastic support for the proposal of introducing the course *Foundations of Global Health II* (GH 1011) to our undergraduate Global Health degree programs.

As the Director of the School of Global Health, I am fully convinced of the necessity and relevance of this course in shaping the future leaders and professionals in the field of global health. The ever-evolving landscape of global health challenges demands a comprehensive understanding of the foundational principles, strategies, and emerging issues, which this course aims to deliver. This proposed course promises to build upon the strong foundation initiated by Foundations of Global Health I (GH 1010), together providing our students with an in-depth exploration of the field of global health, enabling stronger progression of knowledge and understanding and scaffolded learning through an expanded foundation, and strengthening long-term learning strategies for solving global health problems.

In terms of resource implications, I recognize the importance of ensuring that we have the necessary resources to offer this course effectively. To address this, I have carefully reviewed the existing resources and capacity within our School of Global Health. With our new Assistant Professor of Experiential Education in Global Health (who will have a normal teaching load of 3.0 or 3.5 FCE/year), we will have sufficient resources and capacity to deliver this course each year as one of our core courses. We also have additional faculty, such as Dr. Oghenowede Eyawo and myself, who are also capable of teaching the course if the Assistant Professor of Experiential Education in Global Health cannot deliver the course in a particular year.

I am confident that Foundations of Global Health II (GH 1011) will not only benefit our students but also further solidify our reputation in the School of Global Health as a leading institution in the training of the next generation of global health leaders.

Yours sincerely,

A handwritten signature in black ink that reads "A.M. Viens".

A.M. Viens, BA(Hons), BPhil, PhD, FRSPH, FRSM, HonMFPH
Inaugural Director, School of Global Health
York Research Chair in Population Health Ethics & Law
Faculty of Health
York University



Memo

To: Professor Jessica Vorstermans, Undergraduate Program Director, School of Global Health

From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library

Date: 30 October 2023

Subject: Library Statement for **Foundations of Global Health II**

Summary

York University Libraries are well positioned to support the proposed course *Foundations of Global Health II*. 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.

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. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. As well, tailored purchasing profiles ensure new materials are regularly purchased on subjects such as global and public health.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. A selection of electronic collections of particular interest are highlighted below.

eBook Platforms:

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



Subject Databases:

- Global Health Database
- Public Health Database
- PsycInfo
- Sociological Abstracts
- Social Sciences Abstracts
- JSTOR
- Web of Science
- CINAHL

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.

Research Guides:

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/socialscience> (Social Sciences)

<https://researchguides.library.yorku.ca/psychology> (Psychology)

Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

Research Help

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

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), 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.

Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>

School/Department: School of Global Health

Course Rubric and Number: HH/GH 2011

Credit Weight: 3.00 **Effective Session:** FW 2024-25
(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.*
 Methods and Approaches in Global Health Research I

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

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.

Provides an introduction to the research cycle and the generation of evidence to support policy and practice in global health. Topics include understanding the multi-disciplinary nature of global health research, equitable global health research partnership and power, positionality and intersectionality in research practice, different types of empirical data and the process of research ethics. Students will also develop skills in identifying and interpreting empirical research and critical appraisal.

List course(s) where applicable:

Prerequisites:	
Corequisites:	
Cross-listed to:	
Course Credit Exclusions*:	
Integration**:	

*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:	Global Health students and other students by permission
Not open to:	
Notes:	You cannot take "GH2011 Research Methods I" or "GH3011 Research Methods II" if you have already taken "GH2010 Full Year Research Methods".

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)?

This 'Methods & Approaches I' 3.0 course is part one of two courses to replace the previous research methods 6.0 course in the global health program. By dividing the previous 6.0 2000 level course into one 2000 level (basic knowledge) and one 3000 level course (applied skill development) will provide time for students to develop more foundational knowledge in global health. A more applied research methods course at the 3000 level will help to meet students desire for applied learning and skills development in global health research.

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.

<i>Alignment with Unit and/or Faculty Plan</i>	In keeping with the FoH's Health@2020 academic plan, and strategic direction for <i>Promoting a High-Quality Learning Experience</i> , as well as its recent Integrated Resource Plan, students' knowledge of health and scholarship both locally and internationally may be enhanced by this course.
<i>Alignment with University Academic Plan</i>	The course structure focuses on York's 2020-2025 UAP priority of '21st Century Learning' through creative, flexible pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, specific disciplinary knowledge, critical thinking and research in course activities and outcomes.
<i>Alignment with SDG(s) (only as applies)</i>	

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 has been redesigned to replace the existing core research methods course in the global health program.

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

80-120 based on current enrollments over the past 5-7 years

Section B - Course Structure:

1. Is this course (Please select one with "X"):

	Fully face to face
X	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.

36 hours (in person and asynchronous online lecture content)

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.

- a) 30%-35% of the course is offered via pre-recorded lecture content.
- b) Weekly contact for 3 hours each week is expected, in person lecture and activities or asynchronous lecture and activities)
- c) Students submit weekly reflections based on in person or online lecture content

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

Yearly

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

YES	NO
X	

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.

Prof. Tarra Penney

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.

No

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://its.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.

Global health research and knowledge creation process
 Multi-disciplinary research
 Equitable global health research partnership and power
 Positionality, intersectionality, and reflexivity in research practice
 Empirical evidence, data, research ethics, interpretation, and limitations
 Literature review and evidence synthesis
 Critical appraisal
 Media representation of science and evidence

	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.

*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. Develop student knowledge of the research process for global health through the lens of equitable partnership and multiple disciplines, using a variety of teaching methods.
2. Facilitate discussion and reflection of how empirical research is generated, funded, used to inform practice and policy, and represented in the media.
3. Guide students in the development of critical appraisal knowledge and skills.

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:

By the end of the course, the student will be able to:

1. Describe the steps of the research process
2. Understand the role of equitable partnerships in global health research
3. Identify different types and strengths of empirical evidence
4. Understand the role of evidence synthesis in global health practice and policy
5. Understand multi-disciplinary approaches to global health research
6. Ability to search for, identify and critically appraise empirical research
7. Ability to assess the credibility of scientific claims, particularly from media sources

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 content
- In class discussion and reflection (e.g., in class Kahoot quizzes)
- Active learning activities (e.g., journal club activities and discussion)
- Computer lab tutorials (e.g., University library databases search strategies evidence identification)
- Guest presentations

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)	How you will engage students in reflection around this activity?	Corresponding EE Strategy
		<i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>		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 content	#1-7	Y		
In class discussion and reflection (e.g., in class Kahoot quizzes)	#1-7	Y		
Active learning activities (e.g., journal club activities and discussion)	#7	Y		
Computer lab tutorials (e.g., University library databases search strategies evidence identification)	#6	Y		
Guest presentations	#2	N		

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.

Research in global health often requires cooperation with local and global partners, our program has a practicum providing students with opportunities to apply their skills in this way in the final year of the program. This is one of the key courses used to develop the necessary skills for students to engage responsibility in this type of work.

	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?

Teaching and learning resources are shared through eClass. Asynchronous online lectures are recorded and provided via eClass. Kahoot is also used to review student understanding of key concepts and guide in class discussion and reflection.

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.)

n/a

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)
Reflections	30%	1-7
Critical appraisal assignment	50%	6-7
Online quiz	20%	1-7

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.

Kahoot quizzes as part of review and reflection discussion, no grade but some questions may show up again in online quizzes. Reflection are also used for this purpose, but also count toward total grade.

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.).

n/a

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.)

- Global Health Research Methods. Author. Eric P. Green. Published. 13 September, 2023. (Open Source)
- Smith LT. Decolonizing research: Indigenous storywork as methodology (Introduction). Bloomsbury Publishing; 2019 May 15.
- Greenhalgh T, Taylor R. How to read a paper: Papers that go beyond numbers (qualitative research). BMj. 1997 Sep 20;315(7110):740-3.
- Greenhalgh T. How to read a paper: Assessing the methodological quality of published papers. Bmj. 1997 Aug 2;315(7103):305-8.
- Ercikan K, Roth WM. What good is polarizing research into qualitative and quantitative?. Educational researcher. 2006 Jun;35(5):14-23.
- Zaman M, Afridi G, Ohly H, McArdle HJ, Lowe NM. Equitable partnerships in global health research. Nature Food. 2020 Dec;1(12):760-1.
- Bockarie M, Machingaidze S, Nyirenda T, Olesen OF, Makanga M. Parasitic and parachute research in global health. The Lancet Global Health. 2018 Sep 1;6(9):e964.
- Murad MH, Asi N, Alsawas M, Alahdab F. New evidence pyramid. BMJ Evidence-Based Medicine. 2016 Aug 1;21(4):125-7.
- Vandembroucke JP, Broadbent A, Pearce N. Causality and causal inference in epidemiology: the need for a pluralistic approach. International journal of epidemiology. 2016 Dec 1;45(6):1776-86.

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?

Student access to search York University libraries and literature databases for tutorials, students need access to using library databases to develop search strategies, identify and download peer-reviewed literature and learn to use bibliography software (e.g. Zotero free to access).

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)

Ability to organize for small group discussion ideal. Tutorial classroom with access to computers OR ability for students to bring their own device or a combination.

3. Teaching Support:

<ul style="list-style-type: none"> Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify: 	YES	NO
	X	
Yes, lab tutor to support delivering and marking tutorial activities and skill development.		
<ul style="list-style-type: none"> 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	
A tutorial covering approximately 6 hours total for 80-120 students.		
<ul style="list-style-type: none"> 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
	X	
If yes, specify why and for what duties/tasks the extra support is needed:		
To support development of skills in systematic peer-reviewed literature searching, identification and critical appraisal. Tutorial labs requires support for the delivery of tutorial content, facilitate tutorial activities and help manage and answer student questions during tutorials.		
<ul style="list-style-type: none"> If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: 	YES	NO
<ul style="list-style-type: none"> Will the instructor need to travel to visit the off-campus community partner(s)? 		X
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Is the placement intended to be domestic or international, or both? 	Domestic	
	International	
	Both	
<ul style="list-style-type: none"> If the course is blended or online, indicate whether the support of the eLearning specialist is required? 	YES	NO
		X
If yes, please specify the type of eLearning supports you need:		

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

Memo

To: Professor Jessica Vorstermans, Undergraduate Program Director, School of Global Health

From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library

Date: 30 October 2023

Subject: Library Statement for **Methods and Approaches in Global Health Research I**

Summary

York University Libraries are well positioned to support the proposed course *Methods and Approaches in Global Health Research I*. 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.

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. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. As well, tailored purchasing profiles ensure new materials are regularly purchased on subjects such as global health research, health equity, research ethics etc.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. A selection of electronic collections of particular interest are highlighted below.

eBook Platforms:

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



Subject Databases:

- Global Health Database
- Public Health Database
- PsycInfo
- Sociological Abstracts
- Social Sciences Abstracts
- JSTOR
- Web of Science
- CINAHL

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.

Research Guides:

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/socialscience> (Social Sciences)

<https://researchguides.library.yorku.ca/psychology> (Psychology)

Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

Research Help

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

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), 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.

Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>

School/Department: School of Global Health

Course Rubric and Number: HH/GH 3011

Credit Weight: 3.00 **Effective Session:** FW 2024-25
(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.*
 Methods and Approaches in Global Health Research II

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

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.

Provides an opportunity to apply knowledge of the research cycle from the perspective of multiple disciplines essential to generating global health research evidence. Topics include partnership, asking relevant global health research questions, study design, ethical conduct, data collection, analysis, interpretation, writing up, dissemination and uptake of global health research will be covered. Students will develop skills in conducting a piece of research in one of the disciplinary methods covered.

List course(s) where applicable:

Prerequisites:	HH/GH 2011 3.00
Corequisites:	
Cross-listed to:	
Course Credit Exclusions*:	HH/GH 2010 6.00 and HH/IHST 2010 6.00
Integration**:	

*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:	Global Health students and other students by permission
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)?

This 'Methods & Approaches II' 3.0 course is part two of two courses to replace the previous research methods 6.0 course in the global health program. By dividing the previous 6.0 2000 level course into one 2000 level (basic knowledge) and one 3000 level course (applied skill development) will provide time for students to develop more foundational knowledge in global health. A more applied research methods course at the 3000 level will help to meet students desire for applied learning and skills development in global health research.

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.

<i>Alignment with Unit and/or Faculty Plan</i>	In keeping with the FoH's Health@2020 academic plan, and strategic direction for <i>Promoting a High-Quality Learning Experience</i> , as well as its recent Integrated Resource Plan, students' knowledge of health and scholarship both locally and internationally may be enhanced by this course.
<i>Alignment with University Academic Plan</i>	The course structure focuses on York's 2020-2025 UAP priority of '21st Century Learning' through creative, flexible pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, specific disciplinary knowledge, critical thinking and research in course activities and outcomes.
<i>Alignment with SDG(s) (only as applies)</i>	

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 has been redesigned to replace the existing core research methods course in the global health program.

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

80-120 based on current enrollments over the past 5-7 years

Section B - Course Structure:

1. Is this course (Please select one with "X"):

	Fully face to face
X	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.

36 hours (in person and asynchronous online lecture content)

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.

a) 30%-35% of the course is offered via pre-recorded lecture content.

b) Weekly contact for 3 hours each week is expected, in person lecture and activities or asynchronous lecture and activities)

c) Students submit weekly reflections based on in person or online lecture content

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

Yearly

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.

Prof. Tarra Penney

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.

No

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://its.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.

Formulating empirical research questions
 Building scientific rationale
 Multiple methods for global health research
 Study design
 Data collection and analysis
 Populations, participants and recruitment
 Interpretation of results, drawing conclusions and publication
 Knowledge exchange

	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.

*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. Advance student knowledge of the research process through the application of research skills in a selection of global health disciplines.
2. Facilitate discussion and reflection of how research is designed, data collected, analyzed, interpreted, and disseminated in global health.
3. Guide students in the production of research through student driven activities and feedback on their selected global health method and topic.

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:

By the end of the course, the student will be able to:

1. Ask appropriate research questions and study designs
2. Describe quantitative, qualitative and mixed method approaches
3. Identify the basic principles of health research ethics
4. Manage and collect quantitative and qualitative data
5. Use appropriate analytic technique and software for quantitative or qualitative data
6. Interpret and report research results
7. Explain roles of knowledge translation, exchange, and mobilization

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 content
- In class discussion and reflection (e.g., in class Kahoot quizzes)
- Active learning activities (e.g., case study assessment activities and discussion)
- Computer lab tutorials (e.g., data analysis skill development)
- Guest presentations

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) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Example:</i> 1. Guest Speaker representing a community-focused agency	<i>Example: Identify and critically evaluate challenges to implementing equity-informed health policies</i> OR Learning Outcome #3	<i>Example:</i> N	<i>Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.</i>	1
Lecture content	#1-7	Y		
In class discussion and reflection (e.g., in class Kahoot quizzes)	#1-7	Y		
Active learning activities (e.g., case study assessment activities and discussion)	#1,4,6	Y		
Computer lab tutorials (e.g., data analysis skill development)	#5	Y		
Guest presentations	#1,4	N		

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.

Research in global health often requires cooperation with local and global partners, our program has a practicum providing students with opportunities to apply their skills in this way in the final year of the program. This is one of the key courses used to develop the necessary skills for students to engage responsibility in this type of work.

	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?

Teaching and learning resources are shared through eClass. Asynchronous online lectures are recorded and provided via eClass. Kahoot is also used to review student understanding of key concepts and guide in class discussion and reflection.

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.)

n/a

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)
Reflections	30%	1-7
Research assignment plan	15%	1.4
Research assignment full	35%	1,4,5,6
Online quiz	20%	1-7

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.

Kahoot quizzes as part of review and reflection discussion, no grade but some questions may show up again in online quizzes. Reflection are also used for this purpose, but also count toward total grade.

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.).

n/a

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.)

- Global Health Research Methods. Author. Eric P. Green. Published. 13 September, 2023. (Open Source)
- Dean LT. After 121 years, it's time to recognize WEB Du Bois as a founding father of social epidemiology. Journal of Negro Education. 2018;87(3):230-45.
- Azarpazhooh MR, Morovatdar N, Avan A, Phan TG, Divani AA, Yassi N, Stranges S, Silver B, Biller J, Belasi MT, Neya SK. COVID-19 pandemic and burden of non-communicable diseases: an ecological study on data of 185 countries. Journal of Stroke and Cerebrovascular Diseases. 2020 Sep 1;29(9):105089.
- Kozinets R. The method of netnography. SAGE internet research methods. 2012;3:101-19.
- Myers AE, Southwell BG, Ribisl KM, Moreland-Russell S, Lytle LA. Setting the agenda for a healthy retail environment: content analysis of US newspaper coverage of tobacco control policies affecting the point of sale, 2007–2014. Tobacco Control. 2017 Jul 1;26(4):406-14.
- Daniel BK. Using the TACT framework to learn the principles of rigour in qualitative research. Electronic Journal of Business Research Methods. 2019 Sep 1;17(3):pp118-129.
- Walt G, Shiffman J, Schneider H, Murray SF, Brugha R, Gilson L. 'Doing'health policy analysis: methodological and conceptual reflections and challenges. Health policy and planning. 2008 Sep 1;23(5):308-17.
- Pablos-Mendez A, Shademani R. Knowledge translation in global health. Journal of Continuing Education in the Health Professions. 2006 Dec;26(1):81-6.
- Docherty M, Smith R. The case for structuring the discussion of scientific papers: Much the same as that for structuring abstracts. Bmj. 1999 May 8;318(7193):1224-5.

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?

Tutorials would require access to R software (free to download and install) and Atlas Ti or Dedoose (cloud based). Both are fee based, depends on licensing.

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)

Ability to organize for small group discussion ideal. Tutorial classroom with access to computers OR ability for students to bring their own device or a combination.

3. Teaching Support:

<ul style="list-style-type: none"> Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify: 	YES	NO
	X	
Yes, lab tutor to support delivering and marking tutorial activities and skill development.		
<ul style="list-style-type: none"> 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	
A tutorial covering approximately 6 hours total for 80-120 students.		
<ul style="list-style-type: none"> 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	
To support the development of skills in quantitative and qualitative data management and analysis, identification and critical appraisal. Tutorial labs requires support for the delivery of tutorial content, facilitate tutorial activities and help manage and answer student questions during tutorials.		
<ul style="list-style-type: none"> If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> Will the instructor need to travel to visit the off-campus community partner(s)? 	YES	NO
		X
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Is the placement intended to be domestic or international, or both? 	Domestic	
	International	
	Both	
<ul style="list-style-type: none"> If the course is blended or online, indicate whether the support of the eLearning specialist is required? 	YES	NO
If yes, please specify the type of eLearning supports you need:		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

Memo

To: Professor Jessica Vorstermans, Undergraduate Program Director, School of
Global Health

From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library

Date: 30 October 2023

Subject: Library Statement for **Methods and Approaches in Global Health Research II**

Summary

York University Libraries are well positioned to support the proposed course *Methods and Approaches in Global Health Research II*. 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.

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. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. As well, tailored purchasing profiles ensure new materials are regularly purchased on subjects such as global health research, and interdisciplinary health research.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. A selection of electronic collections of particular interest are highlighted below.

eBook Platforms:

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



Subject Databases:

- Global Health Database
- Public Health Database
- PsycInfo
- Sociological Abstracts
- Social Sciences Abstracts
- JSTOR
- Web of Science
- CINAHL

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.

Research Guides:

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/socialscience> (Social Sciences)

<https://researchguides.library.yorku.ca/psychology> (Psychology)

Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

Research Help

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

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), 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.

Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>

School/Department:

Course Rubric and Number:

Credit Weight: **Effective Session:**

(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.*

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

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.

Prepares students for their Integrated Global Health Practicum. Students attend pre-practicum workshops covering a variety of relevant topics such as global health competencies; practicum learning plan; diversity and inclusion in the workplace; rights and responsibilities; health and safety; mental wellbeing and self-care; professionalism, communication and conflict resolution.

List course(s) where applicable:

Prerequisites:	21 stream elective credits and all Global Health core courses except for GH 4601 6.00 and GH 4602 3.00
Corequisites:	
Cross-listed to:	
Course Credit Exclusions*:	GH 4300 9.00 or IHST 4300 9.00
Integration**:	

*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:	Global Health students after completing 48 core course credits (about 15 courses) in Global Health and an additional 21 credits (about 7 courses) in a specialized stream.
Not open to:	Students outside Global Health; Global Health students who have not completed the above.
Notes:	Students must complete this course BEFORE they enroll in the practicum course GH 4601 6.00.

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)?

Historically, Global Health students completing the Winter term (9 credit) practicum (GH 4300 9.0) would be obligated to complete preparatory workshops in the preceding Fall term, designed to holistically prepare them for their practicum placements. These workshops were delivered and coordinated by the Practicum Placement Coordinator, a faculty role in the School of Global Health supported by the Experiential Education coordinator. Because of the pedagogical nature of this role, and through discussions with the Dean's office and educational developers, we have re-imagined the structure of the preparatory phase of the practicum to be housed in a new 3.0 credit course: the Practicum Professionalization Seminar followed by a 6.0 credit Practicum course in the subsequent term. This 3-credit preparatory course will be taught by a Global Health faculty member and students will enroll in this course in the Fall term before their placement in the subsequent Winter term.

Important to note in this NCP, this is a THREE-PART process with two NCPs and one Changes to Existing Courses forms.

In this three-part process we want to:

1. **Create a new course: Practicum Professionalization Seminar, 3.00** (GH4600) which will basically house all of the pre-practicum workshop learning and preparation that students currently do in Fall term (it is now mandatory, **but not credited**). This will be allocated 3.0 credits.
2. **Change the current Global Health Practicum from 9.0 credits to 6.0 credits** (GH 4601) accompanied by an NCP form. The change from 9.0 to 6.0 allows us to move 3.0 to the new Practicum Professionalization Seminar.
3. And lastly the **Applied Global Health Research Capstone** (GH 4602) will stay the same, it will just involve a course code change, which will be accompanied by an Existing Course Change form.

We are proposing **new course codes** to mitigate any potential confusion within the registrar's office. Breakdown of changes are outlined below:

- ❖ **Practicum Professionalization Seminar** (GH 4600, 3 credits, Fall term)
- ❖ **Global Health Practicum** (GH 4601, 6 credits, Winter term)
- ❖ **Applied Global Health Research Capstone** (GH 4602, 3 credits, April)

*Note on practicums: Practicums may be local (i.e., in the Greater Toronto Area), in other parts of Ontario or Canada, or international. They may be virtual, in-person, or a hybrid, depending on the Practicum Organization and project. They may be within community or non-governmental organizations, health facilities, government agencies, research institutions, or other relevant settings where students may develop global health skills and competencies.

Generally, practicums are centered around ongoing programs and/or research projects. Students may be involved in any number of skills-building activities such as program design, planning, implementation and/or evaluation, research (e.g., participant recruitment, data collection and/or analysis), advocacy, and/or formative inquiry or literature reviews to support the conceptualization and planning of such activities. Typically, these activities are embedded into the Practicum Organization's or Practicum Supervisor's portfolio. On occasion, students may be supported in developing distinct projects.

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.

<p><i>Alignment with Unit and/or Faculty Plan</i></p>	<p>One of Faculty of Health's proposed strategic directions in the new strategic plan draft is on <i>Enriching the Learner Experience</i> through opportunities to engage in meaningful experiential and work-integrated learning. This preparatory course is designed to equip students with the essential skills necessary for a successful practicum experience, encompassing professionalism, health and safety, mental well being and self-care, conflict resolution, and more.</p> <p>Alignment with Program Learning Outcomes:</p> <p>3. Exemplify the virtues of being an agent of change through envisioning opportunities for reform and being an advocate for promoting global health and equity, especially for disadvantaged or marginalized populations.</p> <p>4. Articulate the benefits of a transdisciplinary approach to global health as a discipline and area of practice, and the manner in which knowledge, understanding, and skills from the humanities, social sciences, and the sciences can be applied to promote global health and equity.</p> <p>6. Recognize the importance of and engage in problem-solving real-world issues collaboratively to promote health and equity at the local and global level, and the various mechanisms within global health governance that facilitate cooperative action for promoting</p>
---	---

	health and equity. 7. Critically analyze the impacts of colonization, racism, misogyny, globalization, and neo-liberalism on the structure, function, and activities of global health policy, practice, and research, and the importance of respecting the insights and autonomy of diverse voices in the global health context.
<i>Alignment with University Academic Plan</i>	Alignment with the UAP Priorities: 21 st Century learning, knowledge for the future, from access to success, advancing global engagement, working in partnership and living well together – rooted in local and global communities.
<i>Alignment with SDG(s) (only as applies)</i>	Alignment with the SDGs: 3. Good health and well being 10. Reduced inequalities 11. Sustainable cities and communities And alignment with other goals (1, 2, 4, 5, 6, 13, 14, 15 and 16 depending on the practicum placement they are preparing for).

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.

Not applicable.

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

On average 50 students, depending on the year and current enrollment in the program.

Section B - Course Structure:

1. Is this course (Please select one with "X"):

	Fully face to face
X	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.

Here is an outline of 36 blended contact hours:

18 hours in person: 4 intensive seminars, which we are calling Practicum Professionalization Seminars, each 4.5 hours and cover the following content:
Seminar 1: Course Introduction, Global Health Competencies & Experiential Education.
Seminar 2: Individualized Practicum Learning Plan, Professionalism and Preparedness.

Seminar 3: Equity, Diversity and Inclusion, Rights and Responsibilities
Seminar 4: Health and Safety, Mental Wellbeing and Self-care

9 hours synchronous online: Which includes small group work on their Individualized Practicum Learning Plans

9 hours asynchronous online: Which includes: a Global Health Education Competencies Took-Kit module and an Ethics module (Completion of Practicum Research Ethics (for those who do not need research ethics, they will complete a statement of ethical engagement in placement).

1. 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.

50% synchronous online and 50% in person.

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

Every Fall term.

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

YES	NO
X	

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

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

Dr. Firas Ahmad (current Practicum coordinator).

5. 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.

No.

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://its.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.

<ul style="list-style-type: none"> • Global health competencies that will prepare students for their in-field Global Health placement; • Support and direction to develop their own practicum learning plan; • Tenets and theory of experiential education; • Diversity and inclusion in the workplace; • Rights and responsibilities as they live and work in their local or global placements; • Health and safety while living in placement, including specific knowledge of contexts they will be living in; • Mental wellbeing and self-care while living in a different context/culture/country and working in a Global Health organization; • Online and in-person professionalism; • Communication and conflict resolution.
--

	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.

*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:

Exposes students to theoretical and practical realities of living and working in communities where they will be engaging in their Global Health placement;

Provides students with comprehensive preparation in a number of areas (health and safety, mental wellbeing and self-care, online and in-person professionalism and communication and conflict resolution) in order to prepare them for a successful placement experience, taking into account various stakeholders (students, placement organizations, hosts in communities);

Engages students in real-world scenarios based on previous placement experiences, visits from alumni and Global Learning and EE specialists from the Faculty of Health.

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:

By the end of this course, students will be able to:

1. reflect on personal skills in relation to practicum requirements and expectations of professional work settings.
2. develop individual learning plan that can support their practicum placement and lifelong learning
3. identify mechanisms to navigate and resolve conflict using health communication and conflict resolution tools.
4. articulate their contextualized rights and responsibilities as global citizens and team players in organizational settings
5. identify actions that reflect professionalism in global health settings.
6. practice self-care using wellbeing tools and strategies that they can use to thrive in their placements.

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:

- In class discussions
- Seminar style lectures
- Active learning strategies (e.g. think, pair, share; structured debates)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, workshops etc)

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) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Example:</i> 1. Guest Speaker representing a community-focused agency	<i>Example: Identify and critically evaluate challenges to implementing equity-informed health policies</i> OR <i>Learning Outcome #3</i>	<i>Example:</i> N	<i>Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.</i>	1
<i>Self-evaluation GH skill assessment</i>	<i>All learning outcomes</i>	Y		1
<i>Workshops on different attributes (may include Guest Speakers)</i>	<i>All learning outcomes</i>	Y	<i>Students will have opportunities to reflect on their learning.</i>	1
<i>Seminar discussions focused on different topics</i>	<i>All learning outcomes</i>	Y	<i>Students will have opportunities to analyze and engage in discussions and receive formative feedback from instructor and peers.</i>	

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.

	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

Learning/Teaching with Technology:

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

The course integrates various tools such as: eClass, mentimeter, interactive whiteboards, padlet, etc.

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.)

N/A

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 in Seminars and graded reflection prompts	4 X 10% = 40%	1, 3, 4, 5, 6
In Class Quizzes (4 over course)	4 x 5% = 20%	1, 3, 4, 5, 6
Individual Practicum Learning Plan	25%	1, 2
Completion of Practicum Research Ethics (for those who do not need research ethics, they will complete a statement of ethical engagement in placement).	15%	4

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.

Think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in seminar discussion.
Exit cards following seminar presentations.

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.).

Jogerst, K., Callender, B., Adams, V., Evert, J., Fields, E., Hall, T., Olsen, J., Rowthorn, V., Rudy, S., Shen, J., Simon, L., Torres, H., Velji, A., & Wilson, L. L. (2015). Identifying Interprofessional Global Health Competencies for 21st-Century Health Professionals. *Annals of Global Health*, 81(2), 239–247.

<https://doi.org/10.1016/j.aogh.2015.03.006>

Global Health Practicum syllabus (GH internal document)

Practicum Handbook (GH internal document)

Consortium of Universities for Global Health (2020). Global Health Education Competencies Took-Kit, 2nd ed.

<https://www.cugh.org/wp-content/uploads/sites/95/2020/05/CUGH-Global-Health-Toolkit-Web-Version.pdf>

GLOBAL HEALTH COMPETENCIES SELF-ASSESSMENT (GH internal document- Attached)

Global Health Practicum: Developing a Global Health Practicum Learning Plan – Resources & Exercises (GH internal document- Attached)

Global Health Learning Plan Template (GH internal document- Attached)

Centre for Human Rights, Equity & Inclusion (York University) – hand out. (Attached).

Dryden, O. & Nnorom, O. (2021). Time to dismantle systemic anti-Black racism in medicine in Canada, *CMAJ* 2021 January 11;193:E55-7. doi: 10.1503/cmaj.201579

IHST – Self Care Practices Activities and Reflection workbook (Attached).

Public Health Agency of Canada (2019). INDIGENOUS HARM REDUCTION RESOURCES: Overview of Key Findings and Recommendations.

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.).

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)

Audio/visual equipment, wifi.

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
• Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses? If yes, specify why and for what duties/tasks the extra support is needed:	YES	NO
		X
• If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:	YES	NO
		X
○ Will the instructor need to travel to visit the off-campus community partner(s)?	YES	NO
○ 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:	X	
The EE coordinator already supports the workshops (which we are now requesting be re-imagined into a 3.0 course.		

○ Is the placement intended to be domestic or international, or both?	Domestic	
	International	
	Both	X
• 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 be 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/>.

Memo

To: Professor Jessica Vorstermans, Undergraduate Program Director, School of
Global Health

From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library

Date: 30 October 2023

Subject: Library Statement for **Practicum Professionalization Seminar**

Summary

York University Libraries are well positioned to support the proposed course *Practicum Professionalization Seminar*. 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.

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. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. As well, tailored purchasing profiles ensure new materials are regularly purchased and the Libraries' have a wide array of practicum resources.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. A selection of electronic collections of particular interest are highlighted below.

eBook Platforms:

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



Subject Databases:

- Global Health Database
- Public Health Database
- PsycInfo
- Sociological Abstracts
- Social Sciences Abstracts
- JSTOR
- Web of Science
- CINAHL

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.

Research Guides:

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/socialscience> (Social Sciences)

<https://researchguides.library.yorku.ca/psychology> (Psychology)

Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

Research Help

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

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), 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.

Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>

School/Department: School of Global Health

Course Rubric and Number: GH 4601

Credit Weight: 6.00 (e.g. 3.00, 6.00) **Effective Session:** Fall 2024 (e.g. Fall 2021, F/W 2021-22)

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

Global Health Practicum

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

Global Health Practicum

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.

Designed to bridge theory and practice in a variety of health settings, the Practicum is a 250-hour planned, supervised and evaluated research and practice-based experience in which students are mentored and supported by qualified supervisors and faculty. The course also includes seminars and reflective and applied assignments.

List course(s) where applicable:

Prerequisites:	21 stream elective credits and all Global Health core courses except for GH 4602 3.00.
Corequisites:	GH 4602 3.00
Cross-listed to:	
Course Credit Exclusions*:	IHST 4300 9.00 or GH 4300 9.00
Integration**:	

*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:	Global Health students after completing 48 core course credits (about 15 courses) in Global Health and an additional 21 credits (about 7 courses) in a specialized stream.
Not open to:	Students outside Global Health; Global Health students who have not completed the above.
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)?

The Practicum is a unique opportunity for students to learn how to apply global health concepts, methods, and theory in health settings in Canada and globally. Students undertake a professional, practice-based educational experience for one academic term (up to 11 weeks) in a designated workplace – preferentially in an international location. Prior to leaving for international practicum experiences, students are required to enroll in the pre-practicum seminar course (GH4600) to prepare for working internationally. On completion of the field experience, students will be required to enroll in the capstone course GH4602.

Placements are determined based on arrangements made through the Office of the Dean and the experiential education office – local and global partnerships are presently in place and are expanded on as we hire new faculty and existing faculty create new community and research relationships. *Where possible, placements are organized within the student's choice of concentration, and the faculty advisor will be from within the concentration also.*

The primary goal of the Practicum is to assist students in all concentrations to apply and enhance the knowledge and skills they are acquiring through their academic coursework. A secondary goal is to facilitate students' acquisition of attributes they need for career advancement.

Practicum Hours

Practicum hours are coordinated with the practicum site. On average, 24 hours per week are expected although this may vary substantially from week to week and in different sites.

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.

<p><i>Alignment with Unit and/or Faculty Plan</i></p>	<p>One of Faculty of Health's proposed strategic directions in the new strategic plan draft is on <i>Enriching the Learner Experience</i> through opportunities to engage in meaningful experiential and work-integrated learning. This preparatory course is designed to equip students with the essential skills necessary for a successful practicum experience, encompassing professionalism, health and safety, mental well-being and self-care, conflict resolution, and more.</p> <p>Alignment with Program Learning Outcomes:</p> <p>3. Exemplify the virtues of being an agent of change through envisioning opportunities for reform and being an advocate for promoting global health and equity, especially for disadvantaged or marginalized populations.</p> <p>4. Articulate the benefits of a transdisciplinary approach to global health as a discipline and area of practice, and the manner in which knowledge, understanding, and skills from the humanities, social sciences, and the sciences can be applied to promote global health and equity.</p> <p>6. Recognize the importance of and engage in problem-solving real-world issues collaboratively to promote health and equity at the local and global level, and the various mechanisms within global health governance that facilitate cooperative action for promoting health and equity.</p> <p>7. Critically analyze the impacts of colonization, racism, misogyny, globalization, and neo-liberalism on the structure, function, and activities of global health policy, practice, and research, and the importance of respecting the insights and autonomy of diverse voices in the global health context.</p>
<p><i>Alignment with University Academic Plan</i></p>	<p>Alignment with the UAP Priorities:</p> <p>21st Century learning, knowledge for the future, from access to success, advancing global engagement, working in partnership and living well together – rooted in local and global communities.</p>
<p><i>Alignment with SDG(s) (only as applies)</i></p>	<p>Alignment with the SDGs:</p> <p>3. Good health and well being</p> <p>10. Reduced inequalities</p> <p>11. Sustainable cities and communities</p> <p>And alignment with other goals (1, 2, 4, 5, 6, 13, 14, 15 and 16 depending on the practicum placement they are preparing for).</p>

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.

N/A

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

On average 50 students, depending on the year and current enrollment in the program.

Section B - Course Structure:

1. Is this course (Please select one with "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
X	Other (please describe): Practicum: students are in placement

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.

It is expected that students would be involved in the placement for approximately 3 days/week. Weekly communications online will be expected, and the completion of a paper. Contact hours with the faculty member will be approximately 1 hour/week online.

1. 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.

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

Every Winter term

YES	NO
X	

3. 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.)

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

Dr. Ahmad Firas Khalid, Dr. Amrita Daftary, Dr. Mary Wiktorowicz. We are also currently searching for a new professor of experiential education in global health (starting July 2024) who will also have the expertise to teach this course.

5. 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.

No.

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://its.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.

- | |
|--|
| <ul style="list-style-type: none"> • Global health competencies that will prepare students for their in-field Global Health placement; • Support and direction to develop their own practicum learning plan; • Tenets and theory of experiential education; • Diversity and inclusion in the workplace; • Rights and responsibilities as they live and work in their local or global placements; • Health and safety while living in placement, including specific knowledge of contexts they will be living in; • Mental wellbeing and self-care while living in a different context/culture/country and working in a Global Health organization; • Online and in-person professionalism; • Communication and conflict resolution. |
|--|

	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.

*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:

Exposes students to theoretical and practical realities of living and working in communities where they will be engaging in their Global Health placement;

Provides students with comprehensive preparation in a number of areas (health and safety, mental wellbeing and self-care, online and in-person professionalism and communication and conflict resolution) in order to prepare them for a successful placement experience, taking into account various stakeholders (students, placement organizations, hosts in communities);

Engages students in real-world scenarios based on previous placement experiences, visits from alumni and Global Learning and EE specialists from the Faculty of Health.

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:

In general terms, students who fully prepare for, engage in, and complete the Practicum will advance their professional development in one or more of the following ways:

1. apply relevant theories, concepts, and skills learned through academic coursework in a practice setting relevant to their interests in public health.
2. develop confidence in applying specific skills and relevant theory pertinent to their areas of interest, expertise, and practice.
3. conduct a systematic examination or inquiry of a public health, policy issue/problem or an administrative, organizational, or professional practice concern.
4. enhance research-related skills in health services or health policy research and/or programs (e.g., program intervention, design, planning, and/or evaluation)
5. reflect on global health issues while working in a professional environment,
6. demonstrate planning, organizational, communication and collaborative skills while working with colleagues in a professional practice global health setting.

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:

- Weekly Online Discussions (Chat forums, blogs, reflections online which encourage student engagement)
- EE – Community Focused EE Activities

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) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Example: 1. Guest Speaker representing a community-focused agency</i>	<i>Example: Identify and critically evaluate challenges to implementing equity-informed health policies OR Learning Outcome #3</i>	<i>Example: N</i>	<i>Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.</i>	1
<i>Self-evaluation GH skill assessment</i>	<i>All learning outcomes</i>	<i>Y</i>	<i>Students will have opportunities to reflect on their learning.</i>	1
<i>Workshops on different attributes (may include Guest Speakers)</i>	<i>All learning outcomes</i>	<i>Y</i>	<i>Students will have opportunities to reflect on their learning.</i>	1
<i>Seminar discussions focused on different topics</i>	<i>All learning outcomes</i>	<i>Y</i>	<i>Students will have opportunities to analyze and engage in discussions and receive formative feedback from instructor and peers.</i>	

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.

	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

Depending on the practicum host organization and the nature of the student's practicum project, it may be possible that there could be some engagement with Indigenous communities. If this possibility were ever to eventuate, the course director (working with the EE coordinator and/or International Manager) would ensure that there is a plan in place around respectful and appropriate engagement.

Learning/Teaching with Technology:

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

We use eClass, chat forums and online blogs and online spaces for individual and group reflections during placement. Students will learn from the site supervisor, and share their experiences through chat forums, blogs, and reflections online which will encourage student engagement – one of the learning objectives for the course.

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.

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.)

N/A

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)
Learning Contract	10%	1, 3, 4, 5, 6
Evaluation of Practicum Performance	30%	1, 3, 4, 5, 6
Practicum Paper	40%	1, 2
Reflective Prompts	20%	1, 2, 3, 4, 5

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.

Creation of learning contract, ongoing individual and group reflections, opportunities to workshop ideas with professor for their practicum paper.

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.).

There are no required textbooks for this course; however, students would be advised to peruse texts/references from their previous courses to apply to the practicum.

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.)

There are no required textbooks for this course; however, students would be advised to peruse texts/references from their previous courses to apply to the practicum.

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:

<ul style="list-style-type: none"> Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify: 	YES	NO
		X
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses? If yes, specify why and for what duties/tasks the extra support is needed: 	YES	NO
		X
<ul style="list-style-type: none"> If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> Will the instructor need to travel to visit the off-campus community partner(s)? 	YES	NO
	X	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Is the placement intended to be domestic or international, or both? 	Domestic	
	International	
	Both	X
<ul style="list-style-type: none"> 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

School/Department: School of Global Health

Course Information:

Faculty: **Rubric:** **Course #:** **Weight:**
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

Type of Change ('x' all that apply):

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)
Proposed short title:

in full title (maximum 60 characters)
Proposed full title:

Other (please specify)

Rationale for Change:

The course title, course description, and learning outcomes have been updated to reflect changes approved from our recent Cyclical Program Review.

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course 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. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

Learning Outcomes:

Will there be a change to the learning outcomes?		YES	x	NO	
<p>If yes, please describe the changes in a side by side comparison below.</p> <p style="text-align: center;"><i>Denote additions in <u>bold, underlining</u>, and strikethrough for deletions.</i></p>					
Existing Learning Outcomes (Change From):		Proposed Learning Outcomes (Change To):			
1. To explore personal and public conceptualizations of health, illness and quality healthcare. 2. To be able to identify and discuss current health issues and how these are related to policy development, health services management, and health information management. 3. To be able to identify and discuss the social, political and economic forces that influence health and health care systems. 4. To identify strategies for promoting global health and improving health care systems from the major perspectives introduced in this course. 5. To learn how to analyze and synthesize research and information pertaining to a specific national or global health issue.		<p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Explore <u>different areas of global health policy, practice, and research, including healthcare, public health, social determinants of health, and planetary health.</u> 2. Discuss <u>the social, economic, political, and environmental factors that influence health within and across health systems locally and globally.</u> 3. Discuss <u>current global health issues and how these are related to prevention, preparedness, and response approaches.</u> 4. <u>Identify, collect, synthesize, and analyze evidence in global health.</u> 5. <u>Demonstrate academic and professional skills that support long-term learning strategies.</u> 			
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	x

Calendar Copy:

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

- **Course Number** (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))
- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
- **Integrated with** (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)
- **Prerequisite** (list of prerequisite courses etc. Only include if there are prerequisites.)
- **Corequisite** (list of corequisite courses etc. Only include if there are corequisites.)
- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
- **Not open to** (should only be used if the course is closed to a specific group of students)
- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Existing Calendar Copy (Change From): <small>(strikethrough changes in current description)</small>	Proposed Calendar Copy (Change To): <small>(highlight new changes in proposed description)</small>
<p>HH/GH 1010 3.00 Foundations of Global Health Studies</p> <p>Introduces students to the foundational elements that underpin the study and field of global health. Provide students with an exposure to the diverse disciplinary areas, key concepts/issues at the core of global health, and the global forces that continue to inform, influence, and shape global health systems, policy, practice, and future direction of the field.</p> <p>Course Credit Exclusion: HH/IHST 1010 3.00, HH/HLST 1010 3.00 Previously Offered as HH/IHST 1010 3.00</p>	<p>HH/GH 1010 3.00 Foundations of Global Health Studies !</p> <p>Introduces a multidisciplinary view of the social, economic, political, and environmental factors that influence health within and across health systems locally and globally. The course also builds academic and professional skills to support long-term learning strategies for solving global health problems.</p> <p>Course Credit Exclusion: HH/IHST 1010 3.00, HH/HLST 1010 3.00 Previously Offered as HH/IHST 1010 3.00</p>

Confirmation of Consultation/Approval:

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.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
Approval by Department/School's Curriculum Committee		
Statement(s) from the collaborating unit		

School/Department: School of Global Health

Course Information:

Faculty: **Rubric:** **Course #:** **Weight:**
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

Type of Change ('x' all that apply):

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)
Proposed short title:

in full title (maximum 60 characters)
Proposed full title:

Other (please specify)

Rationale for Change:

New course GH 1011 3.00 Foundation in Global Health Studies II is being added as a pre-requisite.

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course 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. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

Learning Outcomes:

Will there be a change to the learning outcomes?		YES		NO	X
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in bold, underlining, and strike through for deletions.</i>					
Existing Learning Outcomes (Change From):			Proposed Learning Outcomes (Change To):		
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	X

Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> • Course Number (credit value should be taken to two decimal places (i.e. 6.00 and 3.00)) • Course Title (maximum 40 characters) • Course Description (maximum 60 words. For editorial consistency, verbs should be in present tense.) • Integrated with (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.) • Prerequisite (list of prerequisite courses etc. Only include if there are prerequisites.) • Corequisite (list of corequisite courses etc. Only include if there are corequisites.) • Pre/Corequisite (list of courses etc. which can be taken as pre- or corequisites.) • Course Credit Exclusion(s) (list of exclusions) • Open to (should only be used if this course is limited to a specific group of students) • Not open to (should only be used if the course is closed to a specific group of students) • Notes (includes any other information which is necessary for students to know before enrolling in the course) • Previously offered as (list any other version of the course) 			
<p>Existing Calendar Copy (Change From): (strike through changes in current description)</p>		<p>Proposed Calendar Copy (Change To): (highlight new changes in proposed description)</p>	
<p>HH/GH 2000 3.00 Global Health Policy: Power and Politics</p> <p>Analyzes the process through which global health policy is developed. As national and global initiatives can intertwine, the course begins by exploring and categorizing the manner in which nation governments are structured, and the factors that influence the process of policy decision-making at the national and global levels. Explores case studies that demonstrate global health policy development.</p> <p>Prerequisite: HH/IHST 1010 3.00 or HH/GH 1010 3.00.</p>		<p>HH/GH 2000 3.00 Global Health Policy: Power and Politics</p> <p>Analyzes the process through which global health policy is developed. As national and global initiatives can intertwine, the course begins by exploring and categorizing the manner in which nation governments are structured, and the factors that influence the process of policy decision-making at the national and global levels. Explores case studies that demonstrate global health policy development.</p> <p>Prerequisite: HH/IHST 1010 3.00 or HH/GH 1010 3.00 and HH/GH 1011 3.00.</p>	

Course Credit Exclusions: HH/IHST 2000 3.00, and HH/HLST 2020. Previously Offered as HH/IHST 2000 3.00	Course Credit Exclusions: HH/IHST 2000 3.00, and HH/HLST 2020. Previously Offered as HH/IHST 2000 3.00
---	---

Confirmation of Consultation/Approval:

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.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
Approval by Department/School's Curriculum Committee		
Statement(s) from the collaborating unit		

School/Department: The School of Global Health

Course Information:

Faculty: **Rubric:** **Course #:** **Weight:**
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

Type of Change ('x' all that apply):

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input checked="" type="checkbox"/>	in course credit exclusion(s) †

<input type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)
Proposed short title:

in full title (maximum 60 characters)
Proposed full title:

Other (please specify)

Rationale for Change:

Previously GH 1001 3.00 and GH 1002 3.00 were pre-requisites but now it is GH 1001 OR GH 1002 3.00. Also removing GH 1000 6.00 as a prerequisite as that course code does not exist.

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course 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. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

Learning Outcomes:

Will there be a change to the learning outcomes?		YES		NO	X
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in bold, underlining, and strike through for deletions.</i>					
Existing Learning Outcomes (Change From):			Proposed Learning Outcomes (Change To):		
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	X

Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> • Course Number (credit value should be taken to two decimal places (i.e. 6.00 and 3.00)) • Course Title (maximum 40 characters) • Course Description (maximum 60 words. For editorial consistency, verbs should be in present tense.) • Integrated with (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.) • Prerequisite (list of prerequisite courses etc. Only include if there are prerequisites.) • Corequisite (list of corequisite courses etc. Only include if there are corequisites.) • Pre/Corequisite (list of courses etc. which can be taken as pre- or corequisites.) • Course Credit Exclusion(s) (list of exclusions) • Open to (should only be used if this course is limited to a specific group of students) • Not open to (should only be used if the course is closed to a specific group of students) • Notes (includes any other information which is necessary for students to know before enrolling in the course) • Previously offered as (list any other version of the course) 			
<p>Existing Calendar Copy (Change From): (strike through changes in current description)</p>		<p>Proposed Calendar Copy (Change To): (highlight new changes in proposed description)</p>	
<p>HH/GH 2100 3.00 Chronic Diseases & Care</p> <p>Examines the complexity and impact of chronic diseases, also known as non-communicable diseases, within national and international health care systems. It will define and investigate the current prevalence, significance, risk factors and determinants of the major current chronic conditions and their prevention and management.</p> <p>Prerequisites: HH/IHST 1000 6.00 or HH/GH 1000 6.00 or HH/IHST 1001 3.00 or HH/GH 1001 3.00 and HH/IHST 1002 3.00 or HH/GH 1002 3.00</p> <p>Previously Offered as HH/IHST 2100 3.00</p>		<p>HH/GH 2100 3.00 Chronic Diseases & Care</p> <p>Examines the complexity and impact of chronic diseases, also known as non-communicable diseases, within national and international health care systems. It will define and investigate the current prevalence, significance, risk factors and determinants of the major current chronic conditions and their prevention and management.</p> <p>Prerequisites: HH/IHST 1000 6.00 or HH/IHST 1001 3.00 or HH/GH 1001 3.00 or HH/IHST 1002 3.00 or HH/GH 1002 3.00</p> <p>Previously Offered as HH/IHST 2100 3.00</p>	

Confirmation of Consultation/Approval:

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.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
Approval by Department/School's Curriculum Committee		
Statement(s) from the collaborating unit		

School/Department: School of Global Health

Course Information:

Faculty: **Rubric:** **Course #:** **Weight:**
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

Type of Change ('x' all that apply):

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)
Proposed short title:

in full title (maximum 60 characters)
Proposed full title:

Other (please specify)

Rationale for Change:

GH 2010 6.00 is a pre-requisite to GH 3000 3.00. We are getting rid of GH 2010 6.00 and replacing it with 2 half year courses (GH 2011 3.00 and GH 3011).

Adding pre-requisite HH/GH 2011 3.00

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course 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. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

Learning Outcomes:

Will there be a change to the learning outcomes?		YES		NO	X
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in bold, underlining, and strike through for deletions.</i>					
Existing Learning Outcomes (Change From):			Proposed Learning Outcomes (Change To):		
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	X

Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> • Course Number (credit value should be taken to two decimal places (i.e. 6.00 and 3.00)) • Course Title (maximum 40 characters) • Course Description (maximum 60 words. For editorial consistency, verbs should be in present tense.) • Integrated with (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.) • Prerequisite (list of prerequisite courses etc. Only include if there are prerequisites.) • Corequisite (list of corequisite courses etc. Only include if there are corequisites.) • Pre/Corequisite (list of courses etc. which can be taken as pre- or corequisites.) • Course Credit Exclusion(s) (list of exclusions) • Open to (should only be used if this course is limited to a specific group of students) • Not open to (should only be used if the course is closed to a specific group of students) • Notes (includes any other information which is necessary for students to know before enrolling in the course) • Previously offered as (list any other version of the course) 			
<p>Existing Calendar Copy (Change From): (strike through changes in current description)</p>		<p>Proposed Calendar Copy (Change To): (highlight new changes in proposed description)</p>	
<p>HH/GH 3000 3.00 Epidemiology and Global Health</p> <p>An introduction to the basic principles of epidemiology. The use of epidemiologic methods for population and public health research will be emphasized.</p> <p>Prerequisites: HH/IHST 2010 6.00 or HH/GH 2010 6.00, or HH/KINE 2049 3.00, or HH/PSYC 2030 or HH/HLST 2300 6.00 or HH/NURS 2300 3.00</p> <p>Course Credit Exclusions: HH/IHST 3000 3.00</p> <p>Previously Offered as HH/IHST 3000 3.00</p>	<p>HH/GH 3000 3.00 Epidemiology and Global Health</p> <p>An introduction to the basic principles of epidemiology. The use of epidemiologic methods for population and public health research will be emphasized.</p> <p>Prerequisites: HH/IHST 2010 6.00 or HH/GH 2010 6.00, or HH/GH 2011 3.00, or HH/KINE 2049 3.00, or HH/PSYC 2030 or HH/HLST 2300 6.00 or HH/NURS 2300 3.00</p> <p>Course Credit Exclusions: HH/IHST 3000 3.00</p> <p>Previously Offered as HH/IHST 3000 3.00</p>		

Confirmation of Consultation/Approval:

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.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
Approval by Department/School's Curriculum Committee	X	
Statement(s) from the collaborating unit		

School/Department: School of Global Health

Course Information:

Faculty: **Rubric:** **Course #:** **Weight:**
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

Type of Change ('x' all that apply):

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)

Proposed short title:

in full title (maximum 60 characters)

Proposed full title:

Other (please specify)

Rationale for Change:

GH 2010 6.00 is a pre-requisite to GH 4100 3.00. We are getting rid of GH 2010 6.00 and replacing it with 2 half year courses (GH 2011 3.00 and GH 3011).

Adding pre-requisite HH/GH 2011 3.00 and HH/GH 3011 3.00.

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course 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. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

Learning Outcomes:

Will there be a change to the learning outcomes?		YES		NO	X
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in bold, underlining, and strike through for deletions.</i>					
Existing Learning Outcomes (Change From):			Proposed Learning Outcomes (Change To):		
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	X

Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> • Course Number (credit value should be taken to two decimal places (i.e. 6.00 and 3.00)) • Course Title (maximum 40 characters) • Course Description (maximum 60 words. For editorial consistency, verbs should be in present tense.) • Integrated with (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.) • Prerequisite (list of prerequisite courses etc. Only include if there are prerequisites.) • Corequisite (list of corequisite courses etc. Only include if there are corequisites.) • Pre/Corequisite (list of courses etc. which can be taken as pre- or corequisites.) • Course Credit Exclusion(s) (list of exclusions) • Open to (should only be used if this course is limited to a specific group of students) • Not open to (should only be used if the course is closed to a specific group of students) • Notes (includes any other information which is necessary for students to know before enrolling in the course) • Previously offered as (list any other version of the course) 			
<p>Existing Calendar Copy (Change From): (strike through changes in current description)</p>		<p>Proposed Calendar Copy (Change To): (highlight new changes in proposed description)</p>	
<p>HH/GH 4100 3.00 Policy and Program Evaluation in Global Health</p> <p>Provides an overview to the field of policy and program evaluation including topics such as challenges for evaluation practice in the global health context, working with stakeholders, traditional and critical approaches to research in evaluation, effective evaluation design including logic models and theories of change, the use of mixed methods and management and communication.</p> <p>Prerequisites: HH/IHST 2010 6.00 or HH/GH 2010 6.00</p>		<p>HH/GH 4100 3.00 Policy and Program Evaluation in Global Health</p> <p>Provides an overview to the field of policy and program evaluation including topics such as challenges for evaluation practice in the global health context, working with stakeholders, traditional and critical approaches to research in evaluation, effective evaluation design including logic models and theories of change, the use of mixed methods and management and communication.</p> <p>Prerequisites: HH/IHST 2010 6.00 or HH/GH 2010 6.00, or HH/GH 2011 3.00 and HH/GH 3011 3.00</p>	

Course Credit Exclusions: HH/IHST 4100 3.00 Previously Offered as HH/IHST 4100 3.00	Course Credit Exclusions: HH/IHST 4100 3.00 Previously Offered as HH/IHST 4100 3.00
--	--

Confirmation of Consultation/Approval:

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.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
Approval by Department/School's Curriculum Committee		
Statement(s) from the collaborating unit		

School/Department: School of Global Health

Course Information:

Faculty: **Rubric:** **Course #:** **Weight:**
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

Type of Change ('x' all that apply):

<input checked="" type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input checked="" type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)
Proposed short title:

in full title (maximum 60 characters)
Proposed full title:

Other (please specify)

Rationale for Change:

We are adding a third course (GH/4600 3.00 Workshops) to the Practicum process (GH 4601 6.00 and GH 4602 3.00).
 Changing the Course Code HH/GH 4602 3.00 to align with the new course.
 Adding GH 4400 3.00 as a CCE and previously offered as.
 Adding GH 4601 as a corequisite.

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course 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. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

Learning Outcomes:

Will there be a change to the learning outcomes?		YES		NO	X
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in bold, underlining, and strike through for deletions.</i>					
Existing Learning Outcomes (Change From):			Proposed Learning Outcomes (Change To):		
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	X

Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> • Course Number (credit value should be taken to two decimal places (i.e. 6.00 and 3.00)) • Course Title (maximum 40 characters) • Course Description (maximum 60 words. For editorial consistency, verbs should be in present tense.) • Integrated with (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.) • Prerequisite (list of prerequisite courses etc. Only include if there are prerequisites.) • Corequisite (list of corequisite courses etc. Only include if there are corequisites.) • Pre/Corequisite (list of courses etc. which can be taken as pre- or corequisites.) • Course Credit Exclusion(s) (list of exclusions) • Open to (should only be used if this course is limited to a specific group of students) • Not open to (should only be used if the course is closed to a specific group of students) • Notes (includes any other information which is necessary for students to know before enrolling in the course) • Previously offered as (list any other version of the course) 			
<p>Existing Calendar Copy (Change From): (strike through changes in current description)</p>		<p>Proposed Calendar Copy (Change To): (highlight new changes in proposed description)</p>	
<p>HH/GH 4400 3.00 Applied Global Health Research Capstone</p> <p>This capstone course will be in topic areas reflecting concentrations in Global Health Specialized Honours, Global e-Health; Global Health policy management and systems; Global Health promotion and disease prevention; and Global Health and the Environment. This course will support synthesis of learning from the practicum and previous courses in the program and develop seminar leadership skills.</p> <p>Prerequisites: All 3000- and 4000-level courses in the major.</p>		<p>HH/GH 4602 3.00 Applied Global Health Research Capstone</p> <p>This capstone course will be in topic areas reflecting concentrations in Global Health Specialized Honours, Global e-Health; Global Health policy management and systems; Global Health promotion and disease prevention; and Global Health and the Environment. This course will support synthesis of learning from the practicum and previous courses in the program and develop seminar leadership skills.</p> <p>Open to: Specialized Honours Global Health majors.</p>	

<p>Corequisite: HH/IHST 4300 9.00</p> <p>Course Credit Exclusion: HH/IHST 4400 3.00</p> <p>Previously Offered as HH/IHST 4400 3.00</p>	<p>Prerequisites: All 3000- and 4000-level courses in the major.</p> <p>Corequisite: HH/GH 4601 6.00</p> <p>Course Credit Exclusion: HH/IHST 4400 3.00 and HH/GH 4400 3.00</p> <p>Previously Offered as HH/IHST 4400 3.00 and HH/GH 4400 3.00</p>
---	---

Confirmation of Consultation/Approval:

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.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
Approval by Department/School's Curriculum Committee		
Statement(s) from the collaborating unit		

School/Department: School of Global Health

Course Information:

Faculty: **Rubric:** **Course #:** **Weight:**
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

Type of Change ('x' all that apply):

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in calendar description
<input checked="" type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)
Proposed short title:

in full title (maximum 60 characters)
Proposed full title:

Other (please specify)

Rationale for Change:

We are adding a third course (GH/4600 3.00 Workshops) to the Practicum process (GH 4601 6.00 and GH 4602 3.00).
 Changing the Course Code HH/GH 4601 6.00 to align with the new course.
 Reducing credits to 6.00 to give 3.00 to the new workshop course.
 Adding GH 4300 9.00 as a CCE and previously offered as.
 Adding GH 4602 as a corequisite.
 SO WE NEED TO RETIRE THIS COURSE.

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course 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. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

Learning Outcomes:

Will there be a change to the learning outcomes?		YES		NO	
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in bold, underlining, and strike through for deletions.</i>					
Existing Learning Outcomes (Change From):			Proposed Learning Outcomes (Change To):		
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	

Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> • Course Number (credit value should be taken to two decimal places (i.e. 6.00 and 3.00)) • Course Title (maximum 40 characters) • Course Description (maximum 60 words. For editorial consistency, verbs should be in present tense.) • Integrated with (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.) • Prerequisite (list of prerequisite courses etc. Only include if there are prerequisites.) • Corequisite (list of corequisite courses etc. Only include if there are corequisites.) • Pre/Corequisite (list of courses etc. which can be taken as pre- or corequisites.) • Course Credit Exclusion(s) (list of exclusions) • Open to (should only be used if this course is limited to a specific group of students) • Not open to (should only be used if the course is closed to a specific group of students) • Notes (includes any other information which is necessary for students to know before enrolling in the course) • Previously offered as (list any other version of the course) 	
Existing Calendar Copy (Change From): (strike through changes in current description)	Proposed Calendar Copy (Change To): (highlight new changes in proposed description)

Confirmation of Consultation/Approval:

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.

Indicate the consultation, approval, and additional documentation applicable to the proposal:	YES	NO
Approval by Department/School's Curriculum Committee		
Statement(s) from the collaborating unit		

School/Department: School of Global Health

Course Information:

Faculty: **Rubric:** **Course #:** **Weight:**
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

Type of Change ('x' all that apply):

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in calendar description
<input checked="" type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)
Proposed short title:

in full title (maximum 60 characters)
Proposed full title:

Other (please specify)

Rationale for Change:

In line with our changes to the practicum course offerings, we are adding a third course (HH/GH4600 3.00 Workshops) to the Practicum process (HH/GH4601 6.00 and HH/GH4602 3.00).

Changing the Course Code from HH/GH4400 to HH/GH 4602 3.00 to align with the new course.

SO WE NEED TO RETIRE THIS COURSE which is the previous Applied Global Health Research Capstone course, now being replaced with HH/GH4602.

* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course 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. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

Learning Outcomes:

Will there be a change to the learning outcomes?		YES		NO	
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in bold, underlining, and strike through for deletions.</i>					
Existing Learning Outcomes (Change From):			Proposed Learning Outcomes (Change To):		
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	

Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> • Course Number (credit value should be taken to two decimal places (i.e. 6.00 and 3.00)) • Course Title (maximum 40 characters) • Course Description (maximum 60 words. For editorial consistency, verbs should be in present tense.) • Integrated with (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.) • Prerequisite (list of prerequisite courses etc. Only include if there are prerequisites.) • Corequisite (list of corequisite courses etc. Only include if there are corequisites.) • Pre/Corequisite (list of courses etc. which can be taken as pre- or corequisites.) • Course Credit Exclusion(s) (list of exclusions) • Open to (should only be used if this course is limited to a specific group of students) • Not open to (should only be used if the course is closed to a specific group of students) • Notes (includes any other information which is necessary for students to know before enrolling in the course) • Previously offered as (list any other version of the course) 	
Existing Calendar Copy (Change From): (strike through changes in current description)	Proposed Calendar Copy (Change To): (highlight new changes in proposed description)

Confirmation of Consultation/Approval:

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.

Indicate the consultation, approval, and additional documentation applicable to the proposal:	YES	NO
Approval by Department/School's Curriculum Committee	X	
Statement(s) from the collaborating unit		