

Non-Major Modification Program Changes

1. Program: Global Health
 2. Degree Designation: All Specialized Honours
 3. Type of Modification: Changes to Degree
 4. Effective Date: Fall 2023
-

5. State what the changes are:

Added the following courses to **Spec. Honours (BA) - Global Health and the Environment** stream electives:

HH/GH 3300 3.00, HH/GH 3550 3.00, HH/GH 4000 3.00, HH/GH 4920 3.00

Added the following courses to **Spec. Honours (BA) – Global eHealth** stream electives:

HH/GH 3550 3.00, HH/GH 4000 3.00, HH/GH 4920 3.00

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

HH/GH 3550 3.00, HH/GH 4000 3.00, HH/GH 4900 3.00, HH/GH 4910 3.00, HH/GH 4920 3.00

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

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,

Added the following courses to **Spec. Honours (BSc) - Global Health and the Environment** stream electives:

HH/GH 3300 3.00, HH/GH 3550 3.00, HH/GH 4000 3.00, HH/GH 4920 3.00

Added the following courses to **Spec. Honours (BSc) – Global e-Health** stream electives:

HH/GH 3550 3.00, HH/GH 4000 3.00, HH/GH 4920 3.00

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

HH/GH 3550 3.00, HH/GH 4000 3.00, HH/GH 4900 3.00, HH/GH 4910 3.00, HH/GH 4920 3.00,

Added the following courses to **Spec. Honours (BSc) – Global Health Policy,**

May11, 2017

Management, and Systems Stream stream electives:

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

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

Below are the program learning outcomes. The above changes are directly related to the four streams that we have for our students in the Specialized Honours Programs. The course additions not only adhere to the program learning outcomes, but they also provide students with additional courses to take for each of the streams that they choose. Course limitations can curtail students' progress in the program, and the addition of these courses will expand their course options. Previously, we either were not able to offer these courses regularly, or the courses did not exist. However, with new hires and new opportunities, we are able to expand our course offerings. As noted, all of the streams (and the courses being added to the streams) address topics linked to social determinants of health, health promotion, health equity, incorporate trans-disciplinarity, structural barriers to health equity, historical creations of existing inequalities, among others listed in the program learning outcomes.

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.

7. 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 requirements for the program are not changing. Courses are simply being added to stream electives to expand course offerings. The courses being added continue to support the program learning outcomes.

8. 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.

No other academic units were consulted. This was presented at the School of Global Health Curriculum Review meeting and the SGH Council Meeting. The Curriculum Committee, which consists of the SGH Council, accepted the changes.

9. 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 are no resources implications. We had one new hire last year, and we will have another new hire this coming year. This has provided us with the opportunity to expand our offerings. Our current resources support the changes we are making.

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

The students currently enrolled in our program will not be affected. 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.

11. 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 data-bbox="99 186 727 268">Global Health (Specialized Honours BA Program): 120 credits</p> <p data-bbox="99 315 768 512">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 data-bbox="99 558 797 716">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 data-bbox="99 762 781 835">General education: a minimum of 18 credits as follows:</p> <ul data-bbox="147 882 792 1409" 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 data-bbox="99 1455 771 1612">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 data-bbox="99 1659 805 1772">Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p data-bbox="99 1818 808 1894">Note 3: students may complete a maximum of 30 credits in general education; any additional</p>	<p data-bbox="839 186 1468 268">Global Health (Specialized Honours BA Program): 120 credits</p> <p data-bbox="839 315 1510 512">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 data-bbox="839 558 1539 716">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 data-bbox="839 762 1523 835">General education: a minimum of 18 credits as follows:</p> <ul data-bbox="888 882 1533 1409" 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 data-bbox="839 1455 1511 1612">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 data-bbox="839 1659 1546 1772">Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p data-bbox="839 1818 1549 1894">Note 3: students may complete a maximum of 30 credits in general education; any additional</p>

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

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

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](#)

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

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

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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/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/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/GH 3500 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/HLST 3520 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](#)

- [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](#)
- [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](#)

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](#)

- [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](#)

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

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

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

Global Health (Honours BA Program): 120 credits

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

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

- [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](#)

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.

minimum cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

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

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

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

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

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

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

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

Global Health (Honours BA Program): 120 credits

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

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

General education: a minimum of 18 credits as follows:

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

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

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

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 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 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

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 natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 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/

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 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at 4000 level, of

minimum cumulative grade point average of 4.00 (C).

General education: a minimum of 18 credits as follows:

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

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

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

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

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

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
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

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

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

education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/

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

Core Courses

- [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.

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 (Specialized Honours BSc Program): 120 credits

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

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

General education: a minimum of 12 credits as follows:

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 natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 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/

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

Core Courses

- [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.

- 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:

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 (Specialized Honours BSc Program): 120 credits

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

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

- [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 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](#)

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 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program

Global e-Health

At least 21 credits selected from:

- [HH/GH 3200 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/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/GH 3500 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/HLST 3520 3.00](#)

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](#)
- [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 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](#)
- [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](#)

- [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/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](#)

- [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](#)

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

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

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - [HH/KINE 2380 3.00](#)
 - [HH/KINE 3240 3.00](#)
 - ~~[HH/KINE 3250 3.00](#)~~
 - [HH/KINE 3360 3.00](#)
 - ~~[HH/KINE 3420 3.00](#)~~

- [HH/KINE 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](#)
- [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](#)

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

- All psychology courses, excluding:

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

Electives: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to 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

- [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](#)

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](#)

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.

- [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

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](#)

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:

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 - [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](#)

- [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.

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

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - [HH/KINE 2380 3.00](#)
 - [HH/KINE 3240 3.00](#)
 - ~~[HH/KINE 3250 3.00](#)~~
 - [HH/KINE 3360 3.00](#)
 - ~~[HH/KINE 3420 3.00](#)~~
 - [HH/KINE 3430 3.00](#)
 - [HH/KINE 3440 3.00](#)
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 - [HH/KINE 3510 3.00](#)
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 - [HH/KINE 4340 3.00](#)
 - ~~[HH/KINE 4350 3.00](#)~~
 - [HH/KINE 4360 3.00](#)
 - [HH/KINE 4370 3.00](#)
 - [HH/KINE 4375 3.00](#)
 - [HH/KINE 4420 3.00](#)
 - [HH/KINE 4430 3.00](#)
 - [HH/KINE 4480 3.00](#)
 - [HH/KINE 4485 3.00](#)
 - [HH/KINE 4490 3.00](#)

- [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:

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- [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](#)
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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

- [HH/KINE 4495 3.00](#)
- [HH/KINE 4530 3.00](#)
- [HH/KINE 4560 3.00](#)
- [HH/KINE 4620 3.00](#)
- ~~[HH/KINE 4630 3.00](#)~~
- [HH/KINE 4635 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)

- All psychology courses, excluding:

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

Electives: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to 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

credits outside the major can be selected from the following:

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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.

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](#)
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 - [SC/MATH 1506 3.00](#) and [SC/MATH 1507 3.00](#)
- three credits selected from:
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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

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

Major credits: students must complete at least 36 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;
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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](#)
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 - [LE/EECS 1520 3.00](#)
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 - [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](#)
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- [HH/PSYC 3630 3.00](#)
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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.

- [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:

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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.

School/Department: School of Global Health

Course Rubric and Number: HH/GH 3300

Credit Weight: 3.00 **Effective Session:** Fall 2023

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

Introduction to Global Environmental Health

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 Environmental Health

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 environmental health from local to global, addressing fundamental topics and current debates. Covers core topics including environmental determinants, toxicology, exposure assessment, environmental epidemiology, risk assessment/risk management, air pollution, water pollution, occupational health, injuries, biodiversity change and human health, climate change, vector-borne diseases, the built environment/urban sprawl, and one health approach to global health and environmental justice more fully.

List course(s) where applicable:

Prerequisites: HH/GH 1010 3.00

Corequisites:

Cross-listed to:

Course Credit Exclusions*: NONE

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: If students meet the prerequisites, the student should be able to enroll

Not open to:

Notes:

Science Course:

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs

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)?

Fills a gap in the global health curriculum
Attract more students from the Faculty of urban and environmental change to take global health courses
Add to the specialized honors stream electives in Global Health and the Environment

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

This course aligns quite well with four of the program learning outcomes for the undergraduate global health degree programs, the University's academic plan of advancing the United Nations Sustainable Development Goals, and advancing a 21st Century learning in diversifying whom, what, and how teaching is done.

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. 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.
3. Articulate the benefits of a trans disciplinary 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.
4. 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 mechanism withing global health governance that facilitate cooperative action for promoting health and equity.
5. Encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge (UAP)
6. Offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers (UAP).

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 does not overlap with any of the existing course offerings.

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

Enrollment for this course to be capped at 70 at first offering and then 100 at a steady state.

Section B - Course Structure:

1. Is this course (Please select one):

☐ Fully online

☐ Fully face to face

Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time

☐

remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf>

☐ Other (please describe below)

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.

This course will be taught as blended class. Students will have the opportunity to meet for 3 hours each week for 12 weeks. The choice of a blended class would integrate in-class, face-to-face learning with Online learning in a purposeful, thoughtful and complementary way to enhance student engagement. The blended model used in this course involves moving fundamental knowledge acquisition out of the classroom - using interactive Online materials to deliver enriched content, to guide students through the use of textbook, to verify comprehension - and having students devote classroom time to applying, integrating, and synthesizing the knowledge. The use of the blended model in this class comes with many benefits including 1) it would increase flexibility for students through a learner-centered approach, which will allow students to progress at their own pace on-line and to review complex concepts as needed; 2) it is an effective way of increasing enrollment for this course; 3) there is scientific evidence for an increase in student engagement when classes are offered in a blended format; 4) it is ideal for students who live in different locations or have a busy schedule or a full time job. Student do not have to commute often to the face-to-face classes; 5) it would increase the opportunities students have for social integration, peer/teacher support, and knowledge sharing; 6) it would increase student participation, satisfaction, and enhanced sense of community; and 7) it will free up class time and offer opportunities to integrate teaching and research - to explore a research perspective, discuss case studies, or better engage with students, with positive implications for course experiences.

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.

Four of the 12 weeks will held online, where students would study assigned reading materials, recordings, videos, and audios, and engage in various monitored discussions on eClass. The remaining 8 weeks would be held in-person.

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

This course will be offered once in a year (either in the Fall or Winter) **YES**

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 members(s) in the school/department who have the expertise and are willing to teach this course.

Dr. Godfred Boateng

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 members home school/department UPD/Chair.

No, it does not rely on faculty from other programs to teach this course

Section C - Course Design Information:

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

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work

focused EE, information on the benefits of EE for students and course directors, and other details.

- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/>) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://lts.info.yorku.ca/heath/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
 - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
 - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
 - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

1. Course Topics/Theories

List the key topic areas taught in this course.

1. Environmental determinants of health
2. Environmental toxicology
3. Environmental Exposure Assessment
4. Environmental Epidemiology
5. Zoonotic and Vector-Borne Diseases
6. Pesticides and other organic chemicals
7. Water quality
8. Air quality
9. Occupational health
10. Climate change and health, Planetary health
11. Biodiversity change and human health
12. One health approach to Global health
13. Injuries with a focus on unintentional injuries and deaths

Will the course have substantial Indigenous (Aboriginal)* content?

NO

Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?

NO

Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?

NO

*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.

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.

Not Applicable

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. Expose students to the environment as a key determinant of health
2. Equip students with knowledge of the different ways to estimate or measure the magnitude, frequency, and duration of exposure to an agent of environmental disease.
3. Describe toxicology and factors that affect responses to a toxic chemical.
4. Examine different strategies of environmental epidemiology.
5. Expose students to the multiple ways by which water is polluted and the processes by which water is treated for consumption.
6. Explain the causes and effects of poor air quality, global climate change and global warming, and the need to control air pollution and global warming.
7. Expose students to occupational health concepts, the significance of the occupational environment for health, and agents of occupational diseases.
8. Identify the different ways by which pesticides and other organic chemicals could impact on human health, animal health, and the environment.
9. Expose students to the complex interaction between health, environment, and biodiversity.
10. Examine the different ways by which climate change, air pollution, and urbanization may be increasing the risk of noncommunicable diseases.
11. Examine the multiple ways by which climate change affects almost every dimension of human health.
12. Present to students One Health as an effective global health approach to coordinate and collaborate at the human-animal-environment interface in addressing Zoonotic and human health issues.
12. Develop skills in critical reviews.
13. Develop skills in testing for both indoor and outdoor air quality.

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:

- Upon completion of the course, students will be well prepared to :
1. Explain the significance of the environment for human health
 2. Identify the different ways to estimate or measure the magnitude, frequency, and duration of exposure to an agent of environmental disease.
 3. Accurately describe toxicology and the factors that affect responses to toxic chemicals
 4. Work with the different strategies of environmental epidemiology
 5. Describe the multiple ways by which water is polluted and the processes by which water is treated for consumption
 6. Describe the causes and consequences of poor air quality, global climate change and global warming, and the need to control air pollution and global warming

7. Critically assess the significance of the occupational environment for health
8. Explain the impact of global environmental change on biodiversity, non-communicable disease, and human health
9. Explain the effect of climate change on human health
10. Justify the need for coordination and collaboration at the human-animal-environment interface in addressing health threats such as zoonotic disease, antimicrobial resistance, food safety, and a policy framework that oversees the use of pesticides and other organic chemicals.

4. Course Teaching Strategies and Learning Activities

1. 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)
- EE- Work Focused Activities (e.g. placement/practicum)

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

1. Active learning strategies (e.g., class presentations, think pair share; structured debates)
2. Online discussion forums (e.g., students will respond to questions posed on various themes)
3. Online quizzes
4. Experiential Education - Classroom focused activities (e.g., Guest speaker from Environment and Climate Change; case studies, visual media, course-based research - use of dylos air quality machine and air-quality egg test kits)
5. Lectures and in class discussions

Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your 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

Active learning strategies (e.g., class presentations, think pair share; structured debates)	Learning outcomes # 1,5, 7,9	Y		
Online discussion forums (e.g., students will respond to questions posed on various themes)	Learning outcomes #3, 5, 7, 9	Y		
Online Quizzes	Learning outcomes #3,5,7,9	Y		
Experiential Education - Classroom focused activities (e.g., Guest speaker from Environment and Climate Change; case studies, visual media, course-based research - use of dylos air quality machine and air-quality egg test kits)	Learning outcomes# 6, 8,10,12	Y	Students will have the opportunity to work in groups on assessing indoor and ambient air quality using air quality test kits. Each group will develop a report on the results and make a presentation to the class.	2
Lectures and in class discussions	Learning outcomes #1,2,4,8,10,11,12	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.

Not Applicable	NO
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2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?

Learning/Teaching with Technology:

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

Students will use either iclickers or polleverywhere to answer questions on topics discussed in class and online. This will be in the form of multiple choice questions, open ended questions, and word cloud.
--

Students will also respond to discussion questions posed on eClass.
 Students will take brief quizzes during weeks of the blended class online.
 Students will submit voice over presentations on various topics via eClass.

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.

Not Applicable

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.)

To maintain the integrity of learning evaluation, I will use online quizzes that randomly selects questions from a test-bank. Mid-term and final examinations will be held on-site. With regards to group discussions, students are required to post their response to a question or case study before seeing the responses of other students.

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)
Example: Final Exam	40%	1, 2
Example: In Class Quizzes	4/10% each	1
Example: Teaching & Learning Activity #1 (Reflection) (1%)	1%	3

In class/online participation	10%	1-12
Critical Reviews	10%	4,6,8,10
Online Blended Contributions	20%	3,5,7,9
In-class Presentation	10%	6
Group Project & Research Paper	10%	6
Mid-term Exam	15%	1-6
Final Exam	25%	7-12

2. Formative feedback is just in time feedback to the students during the course that does not 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 pre-test or quiz that asks students to share what they already know about a topic
- 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
- 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.

1. Pretest that asks students to share what they already know about the topic
2. Use of video tutorials to test student knowledge about topic
3. Use of quiz show (I will design a high-interest quiz about the topic, divide students into small groups to compare

responses and decide which is correct for each question, review the students' responses as a class, identify the correct answers, explain how they relate to the course topics, and reflect on the answers as a class)

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

Not Applicable

Bibliography:

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

1. Friis, R. H. (2019). *Essentials of Environmental Health* (3rd Ed.). Burlington, MA: Jones & Bartlett Learning (Course Textbook)
2. Sala, O. E., Meyerson, L. A., & Parmesan, C. (Eds.). (2012). *Biodiversity change and human health: from ecosystem services to spread of disease* (Vol. 69). Island Press (Selected Chapter).
3. Myers, S., & Frumkin, H. (2020). *Planetary health: Protecting nature to protect ourselves*. Island Press (Selected Chapters).

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

1. Marselle, M. R., Hartig, T., Cox, D. T., De Bell, S., Knapp, S., Lindley, S., ... & Bonn, A. (2021). Pathways linking biodiversity to human health: A conceptual framework. *Environment International*, 150, 106420.
2. Mackenzie, J. S., & Jeggo, M. (2019). The One Health approach—Why is it so important?. *Tropical medicine and infectious disease*, 4(2), 88.
3. Romanello, M., McGushin, A., Di Napoli, C., Drummond, P., Hughes, N., Jamart, L., ... & Hamilton, I. (2021). The 2021 report of the Lancet Countdown on health and climate change: code red for a healthy future. *The Lancet*, 398(10311), 1619-1662
4. Goel, P. K. (2006). *Water pollution: causes, effects and control*. New age international. (Selected Chapters)
5. CDC (2022). One Health Basics. Retrieved October 17, 2022 from <https://www.cdc.gov/onehealth/basics/index.html>
6. WHO (2022). One Health. Retrieved October 17, 2022 from https://www.who.int/health-topics/one-health#tab=tab_1
7. One Health Commission (2022). What is One Health? Retrieved October 17, 2022 from https://www.onehealthcommission.org/en/why_one_health/what_is_one_health/

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.

Not Applicable

Section E - Resources Requirements:

This section may need to be filled in with the help of your Chair/Manager 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 the students, if any?

Students will require access to eClass

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)

WIFI to support students with bringing their own device

3. Teaching Support:

- Does the course require technical support? (e.g. lab technician; UIT support).
- Does the course require a tutorial or lab in addition to lecture/seminar hours?
- Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?

NO

NO

YES

If yes, specify why and for what duties/tasks the extra support is needed:

- If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:

- Will the instructor need to travel to visit the off-campus community partner(s)?

NO

- Will the experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered?

YES

If yes, please specify:

Students will be given access to air quality test kits (Dylos Air Quality Monitor & Air Quality Egg) to help with group research projects on air quality

- Is the placement intended to be domestic or international, or both?

Domestic

- If the course is blended or online, indicate whether the support of the eLearning specialist is required?

NO

YORK UNIVERSITY
LIBRARIES

Scott Research and
Collections

310 Scott Library
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Ext. 20073
Fax 416 736 5920
www.library.yorku.ca/

Memo

To: Professor Kathleen Fallon, School of Global Health
From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date: 1 December 2022
Subject: Library Statement for **Global Environmental Health**

Summary

York University Libraries are well positioned to support the proposed course *Global Environmental Health*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as public health.

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 will ensure new materials are regularly purchased on subjects related to global environmental 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. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. 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
- Sociological Abstracts
- Social Sciences Abstracts
- JSTOR
- Web of Science

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/humanrights> (Human Rights and Equity Studies)

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

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/>

New Course Proposal Form

School/Department: School of Global Health

Course Rubric and Number: HH/GH 4500

Credit Weight: 3.00 **Effective Session:** Winter 2024

(e.g. 3.00, 6.00)

(e.g. Fall 2020, Fall/Winter 2020-21)

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

Global Health and Humanitarianism

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 and Humanitarianism

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.

Critically examines the inextricable relationship between global health and humanitarian action, and its implications for global health equity using simple, complex, and wicked problem frameworks. Covers discussions on changing trends of global health priorities and humanitarian action, development aid, armed conflict, migration and displaced persons, benefits and limitations of global health partnerships, humanitarian dilemmas, climate change and humanitarian action, and the decolonization of humanitarian action.

List course(s) where applicable:

Prerequisites: HH/GH 1010 3.00

Corequisites:

Cross-listed to:

Course Credit Exclusions*: NONE

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: Students who have completed GH 1010 3.00

Not open to:

Notes:

Science Course:

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs

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)?

Fills a gap in the global health curriculum
Aligns with the Canada Research Chair position in Global Health and Humanitarianism
Attract more students from Disaster & Emergency Management to take global health courses

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

This course aligns quite well with five of the program learning outcomes for the undergraduate global health degree program, the University's academic plan of advancing the United Nations Sustainable Development Goals, and advancing a 21st Century learning in diversifying whom, what, and how teaching is done.

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. 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.
3. Analyse the impact of public and private institutions, legal and financial systems, political processes, and social movements that comprise the multilevel, multi-sectorial nature of global health governance as they impact on health and equity.
4. 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 mechanism withing global health governance that facilitate cooperative action for promoting health and equity.
5. 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.
6. Advancing global engagement (UAP)
7. Encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge (UAP)
8. Offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers (UAP).

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 does not overlap with any of the existing course offerings, but would complement courses such as Global Health Policy: Power and Politics (GH 2000), Promoting Global Health (GH 3545), & Healthcare Planning for Communities (GH 3740)

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

First offering of the course will be capped at 50, and then 70 at a steady state.

Section B - Course Structure:

1. Is this course (Please select one):

☐ Fully online

☐ Fully face to face

Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More

☐ information about defining blended learning can be found in the Common Language for eLearning: <http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf>

☐ Other (please describe below)

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.

This course will be taught as blended class. Students will have the opportunity to meet for 3 hours each week for 12 weeks. The choice of a blended class would integrate in-class, face-to-face learning with Online learning in a purposeful, thoughtful and complementary way to enhance student engagement. The blended model used in this course involves moving fundamental knowledge acquisition out of the classroom - using interactive Online materials to deliver enriched content, to guide students through the use of textbook, to verify comprehension - and having students devote classroom time to applying, integrating, and synthesizing the knowledge. The use of the blended model in this class comes with many benefits including 1) it would increase flexibility for students through a learner-centered approach, which will allow students to progress at their own pace on-line and to review complex concepts as needed; 2) it is an effective way of increasing enrollment for this course; 3) there is scientific evidence for an increase in student engagement when classes are offered in a blended format; 4) it is ideal for students who live in different locations or have a busy schedule or a full time job. Student do not have to commute often to the face-to-face classes; 5) it would increase the opportunities students have for social integration, peer/teacher support, and knowledge sharing; 6) it would increase student participation, satisfaction, and enhanced sense of community; and 7) it will free up class time and offer opportunities to integrate teaching and research - to explore a research perspective, discuss case studies, or better engage with students, with positive implications for course experiences.

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.

Four of the 12 weeks will held online, where students would study assigned reading materials, recordings, videos, and audios, and engage in various monitored discussions on eClass. The remaining 8 weeks would be held in-person.

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

This course will be offered once in a year (in the Winter)	YES
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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 members(s) in the school/department who have the expertise and are willing to teach this course.

Dr. Godfred Boateng

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 members home school/department UPD/Chair.

No, it does not rely on faculty from other programs to teach this course

Section C - Course Design Information:

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

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work

focused EE, information on the benefits of EE for students and course directors, and other details.

- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/>) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://lts.info.yorku.ca/heath/>.
- 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.

Theories

1. Political Economy of Health
2. Classical/Dunantist humanitarianism, resilience humanitarianism, and Grotian theories of humanitarian intervention
3. Theories of development

Topics will include :

1. Humanitarianism: past, present, and future
2. Global health and humanitarian emergencies
3. Humanitarianism and global health actors
4. Humanitarianism vs. development/development aid
5. Humanitarianism and armed conflicts
6. Global environmental changes and humanitarian action
7. Emergency preparedness and planning
8. Indigenous communities and their response to disasters/plagues and aid
9. Human rights and rights to humanitarian action
10. Lessons from Humanitarian activists
11. Strengths and limitations of humanitarian actions and partnerships
12. Humanitarian dilemmas, ethics and principles
13. Decolonization of humanitarian action

Will the course have substantial Indigenous (Aboriginal)* content?

NO

Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?

NO

Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?

YES

*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.

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.

To identify the different responses to disasters and crisis, this course will also consider lessons to be learned from indigenous communities interaction with humanitarian aid as well as their response to disasters and plagues.

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. Expose students to the various characteristics of complex and wicked problems in light of global health and humanitarian action.
2. Equip students with the skills needed to understand and assess the changing architecture of humanitarianism.
3. Differentiate between the different theories, principles, and paradigms of humanitarianism.
4. Expose students to key global health practitioners and actors in humanitarian action and their current priorities.
5. Assess various health problems and emergencies requiring humanitarian response.
6. Develop skills in planning to intervene in health emergencies through various case studies.
7. Assess the inequities created by humanitarian action among indigenous and minority populations.
8. Develop and practice skills in effective communication.
9. Develop research skills in exploring, synthesizing, and writing up existing literature.
10. Equip students with the ability to assess and rethink humanitarian aid.
11. Develop good arguments and debates on global health and humanitarian action.
12. Develop skills in critical reviews.

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:

- Upon completion of the course, students will be well prepared to:
1. Explain the origins and principles of global humanitarianism, the actions and changing priorities of humanitarian action.

2. Accurately describe the roles of various global health actors such as the Red Cross/Red Crescent, MSF, and Save the Children in supporting humanitarian actions and health equity.
3. Compare the different theories or paradigms of humanitarianism (e.g., classical and resilience humanitarianism, humanitarian theory of punishment).
4. Describe the severity of key health issues and emergencies requiring humanitarian responses (water insecurity, food insecurity, armed conflicts, disasters, climate change, infectious diseases, noncommunicable diseases)
5. Identify the essential principles of health emergency preparedness and planning and assemble the common pitfalls and challenges of emergency preparedness and planning.
6. Describe the experiences and interactions of indigenous communities to humanitarian aid and their response to disasters and plagues.
7. Critically assess the ethics and dilemmas of humanitarian response to war, disaster, outbreak, and exclusion.
8. Explain the politics of protection and limits of humanitarian action.
9. Assess global health and humanitarian action as a wicked problem
10. Identify various approaches to decolonize humanitarian action.

4. Course Teaching Strategies and Learning Activities

1. 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)
- EE- Work Focused Activities (e.g. placement/practicum)

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

1. Active learning strategies (e.g., class presentations, think pair share; structured debates)
2. Online discussion forums (e.g., students will respond to questions posed on various themes)
3. Online quizzes
4. Experiential Education - Classroom focused activities (e.g., multiple guest speakers from MSF, AMRAF, UNHCR, Canadian Physicians for AID and Relief; case studies, visual media, course-based research)
5. Lectures and in class discussions

Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your 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:</i> Identify and critically evaluate challenges to implementing equity-informed health policies OR Learning Outcome #3	<i>Example:</i> N	<i>Example:</i> Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.	1

Add Activity

Remove Activity

Active learning strategies (Class presentations, think, pair, share; structured debates)	Learning outcomes # 2, 5, 10	N		
Experiential Education	Learning outcomes #1, 2, 7, 8	Y	Students will write critical reflections on presentations through guest lectures	1
Online discussion forums	Learning outcomes # 3, 4, 6, 8	Y		
Online quizzes	Learning outcomes #3, 4, 6, 8	Y		
Lectures	Learning outcomes # 1, 2, 5, 7, 9, 10	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.

Not Applicable

NO

2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?

Learning/Teaching with Technology:

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

Students will use either iclickers or polleverywhere to answer questions on topics discussed in class and online. This will be in the form of multiple choice questions, open ended questions, and word cloud.

Students will also respond to discussion questions posed on eClass.

Students will take brief quizzes during weeks of the blended class online.
Students will submit voice over presentations on various topics via eClass.

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.

Not Applicable

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.)

To maintain the integrity of learning evaluation, I will use online quizzes that randomly selects questions from a test-bank. Mid-term and final examinations will be held on-site. With regards to group discussions, students are required to post their response to a question or case study before seeing the responses of other students.

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)
Example: Final Exam	40%	1, 2
Example: In Class Quizzes	4/10% each	1
Example: Teaching & Learning Activity #1 (Reflection) (1%)	1%	3
Add Assessment Strategy	Remove Assessment Strategy	
In class/online participation	10%	1-10
Online Blended Contributions	15%	3, 4, 6, 8
In-class & Online Group Presentations	10%	2, 5, 10
Research Paper	10%	3, 4, 5, 7
Critical Reflections	5%	1, 2, 8
Mid-term	15%	1-4
Final Exam	25%	5-10

2. Formative feedback is just in time feedback to the students during the course that does not 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 pre-test or quiz that asks students to share what they already know about a topic
- 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
- 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.

1. Pretest that asks students to share what they already know about the topic
2. Use of video tutorials to test student knowledge about topic
3. Use of quiz show (I will design a high-interest quiz about the topic, divide students into small groups to compare responses and decide which is correct for each question, review the students' responses as a class, identify the correct answers, explain how they relate to the course topics, and reflect on the answers as a class)

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

Not Applicable

Bibliography:

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

1. Stamatov, P. (2013). *The origins of global humanitarianism: Religion, empires, and advocacy*. Cambridge University Press (selected chapter).
2. Humanitarian Policy Group (2016). Planning from the future. Is the Humanitarian system fit for purpose? Kings College London (Selected chapters)
3. ALNAP (2022). The State of the humanitarian system. ALNAP Study. London: ALNAP/ODL (Selected pages)
4. WHO (2021). WHO guidance on preparing for national response to health emergencies and disasters. Geneva: world Health Organization. <file:///Users/boatengg/Downloads/9789240037182-eng.pdf>
5. Skinner, R., & Lester, A. (2012). Humanitarianism and empire: new research agendas. *The Journal of Imperial and Commonwealth History*, 40(5), 729-747. https://www.tandfonline.com/doi/full/10.1080/03086534.2012.730828?casa_token=w_UXjCTzdvUAAAAA%3Aqlaf4WojYWs3eJRzXQT3K5iufypFneAzKShtjuGJyS-6OkrBFokEelWdhcEcp0M35kRt7NS5uzYT
6. Pallister-Wilkins, P. (2021). Saving the souls of white folk: Humanitarianism as white supremacy. *Security Dialogue*, 52(1_suppl), 98-106. <https://jhumanitarianaction.springeropen.com/articles/10.1186/s41018-018-0043-6>
7. Laidlaw, Z. (2014). Indigenous interlocutors: Networks of imperial protest and humanitarianism in the mid-nineteenth century. In *Indigenous Networks* (pp. 114-139). Routledge.
8. Clarke, P. K. (2021). Climate Change and Humanitarian Action. Oxford: ADAPT Initiative. (Selected Pages)
9. Redvers, N. (2018). The value of global indigenous knowledge in planetary health. *Challenges*, 9(2), 30.

10. O'Leary McNeice. A. (2020). Towards a history of global humanitarianism. *The Historical Journal*, 63 (5), 1378-1389. Doi: 10.1017/S0018246X20000084.
11. Townes, D. (2018). Health in Humanitarian Emergencies: Principles and Practice for Public Health and Healthcare Practitioners. UK: Cambridge University Press (selected chapters)
12. Ferris, E.G. (2011). The politics of protection: the limits of humanitarian action. Washington, DC: The Brookings Institution. (Selected chapters)
13. Aloudat, T. & Khan, T. (2022). Decolonising humanitarianism or humanitarian aid? *Plos Global Public Health*, 2 (4): e0000179.
14. Khan, M., Abimbola, S., Aloudat, T., Capobianco, E., Hawkes, S., & Rahman-Shepherd, A. (2021). Decolonising global health in 2021: a roadmap to move from rhetoric to reform. *BMJ Global Health*, 6(3), e005604

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

International Federation of Red Cross and Red Crescent Societies (IFRC). Retried October 9, 2022. <https://www.ifrc.org/about-ifrc>

United Nations Office for the Coordination of Humanitarian Affairs (OCHA). Retrieved October 9, 2022. <https://www.unocha.org/>

United Nations. The Climate crisis is a humanitarian crisis. Retrieved October 9, 2022 <https://www.un.org/en/climatechange/the-climate-crisis-is-a-humanitarian-crisis>

Ontario Ministry of Health. Emergency Planning and Preparedness. Retrieved October 9, 2022. <https://www.health.gov.on.ca/en/pro/programs/emb/>

Humanitarian Coalition. The Humanitarian System. Retrieved October 9, 2022 <https://www.humanitariancoalition.ca/the-humanitarian-system#:~:text=Humanitarian%20Actors&text=They%20include%20UN%20agencies%2C%20the,government%20institutions%20and%20donor%20agencies>.

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.

Not Applicable

Section E - Resources Requirements:

This section may need to be filled in with the help of your Chair/Manager 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 the students, if any?

Students will need access to eClass.

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)

WIFI to support students with bringing their own device for in-class learning. Students will work in groups on various in-class assignments that require using a device.

3. Teaching Support:

- Does the course require technical support? (e.g. lab technician; UIT support).
- Does the course require a tutorial or lab in addition to lecture/seminar hours?
- Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?
- If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:
- Will the instructor need to travel to visit the off-campus community partner(s)?
- Will the experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered?
- Is the placement intended to be domestic or international, or both?
- If the course is blended or online, indicate whether the support of the eLearning specialist is required?

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/>.

Submitting the Form:

To send a copy of the form where the fields cannot be edited:

Select **File** - Select **Print** - select "**Adobe PDF**" as the printer - select **properties** and click "**Browse**" to select where you like the document to be saved. Select "**OK**" and then "**Print**". You will find the form in folder you selected.

YORK UNIVERSITY
LIBRARIES

Scott Research and
Collections

310 Scott Library
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Ext. 20073
Fax 416 736 5920
www.library.yorku.ca/

Memo

To: Professor Kathleen Fallon, School of Global Health
From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date: 1 December 2022
Subject: Library Statement for **Global Health and Humanitarianism**

Summary

York University Libraries are well positioned to support the proposed course *Global Health and Humanitarianism*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as health equity and public health.

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 will ensure new materials are regularly purchased on subjects related to humanitarianism as it relates to global health equity.

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. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. 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
- Sociological Abstracts
- Social Sciences Abstracts
- JSTOR
- Web of Science

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/humanrights> (Human Rights and Equity Studies)

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

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: Global Health

Course Rubric and Number: HH/GH 4900

Credit Weight: 3.00 **Effective Session:** FW 2023-4

(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.*

Selected Topics in Global Mental Health

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

Selected Topics in Global Mental Health

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.

Integrates disciplinary knowledge, research methodology, and practical experience in the intensive study of selected topics in global mental health. Students apply learning to a defined area of focus, individually or in a group. Various activities, such as report writing, reflection papers, literature reviews or research investigations may be conducted to enhance the student's program of study.

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 and Psychology students and other students by permission who successfully completed 54 credits
Not open to:	
Notes:	Topics vary from year to year. Consult the unit supplemental calendar for more details. Permission from the Course Director is required.

Science Course:

YES	NO
	x

Denotes courses in GH, KINE or PSYC to count as science credit for BSc degree programs

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 'Selected Topics' course serves to support focused learning for students, as an elective course, in very specific areas of global mental health, and related mental health studies that can be specifically facilitated by Faculty of Health (FoH), for strategic hires in the School of Global Health. A wide variety of topic areas can be made accessible to students with the unique support of faculty who are specifically hired to address a particular research agenda and advance national and international profiles at the University. Currently, there are few flexible opportunities in the FoH units' curricula where students and strategic-hire faculty members can engage in teaching-learning opportunities within a focused course structure. This 'selected topics' course offers a generic 'umbrella' for Global Health to identify specific, defined areas of study that complement program offerings. A suite of course outlines can be developed under this umbrella course.

Additionally, topics may be selected with international foci, for use by students and Global Health faculty members teaching in international locations (i.e., Las Nubas, Costa Rica). When it is used for the purposes of teaching a course at the Las Nubas campus, it will not count towards satisfying the School of Global Health teaching workload allocation – compensation for teaching at Las Nubas is completely separate from the School's teaching allocation.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

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. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recent Integrated Resource Plan, students' knowledge of health and scholarship both locally and internationally may be enhanced by this course. The flexible structure enables the FoH to continue to strengthen its foci on population health, mental health, ageing, community and other emerging priorities and to facilitate interaction between subject matter experts and students.

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.

The Selected Topics course will be a permanent elective course feature of the curriculum in the School of Global Health, on offer periodically, for a limited period of time or indefinitely, and where there could be any number of different topics or subjects addressed through it, in a suite of courses under its 'umbrella'. This one clear, generic 'umbrella' course description, defining a specific aspect of the discipline, would appear in the unit's course repository and university calendar. A separate course number would be assigned to each 'topic' course in the suite of courses that are taught under this umbrella. Specific topics offered within a field could vary from year to year.

This course description, defining the course category, would appear in the course repository and university calendar. A separate course number would be assigned to each related 'topic' outline. For example, in anticipation of a strategic hire, a topic on health promotion and disease prevention or global health management systems may be the focus of a selected course outline and indicated in its course title. For courses taught as part of the Las Nubas program, which can repeat on an annual or semi-annual basis, the same course code/title will be kept to indicate it is the same course being offered.

Because a selected topic course outline under this umbrella is particularly created to reflect strategic hire expertise and/or specific theory and practices, and is offered as needed by the unit, there is no anticipated overlap with other courses.

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

Enrolment for each section offered will be a minimum of 15 and a maximum of 50 students. Faculty assigned to teach a Selected Topics course may be strategic hires and while they are required to teach in the program, they are also required to engage in numerous research activities and have various responsibilities in their particular role as a faculty member. Lower enrolment in this course will enable the strategic hire to achieve a balanced workload. Any courses offered in an international setting will have a lower enrolment to accommodate an intense study plan.

Section B - Course Structure:

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

X	Fully face to face
	BLN (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

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.

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

The generic Selected Topics course will be offered in the course repository and university calendar. Course offerings on related topics vary year to year at the discretion of the unit and may depend on the need for a course assignment for a strategic hire, or based on assessed student interest.

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.

Strategic hires in the School of Global Health; School faculty members involved in supporting international experiential courses.

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/>.
- 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.

Various research methodologies
Current and emerging global mental health topics
Global health-related healthcare, public health, social determinants of health, and/or planetary health issues
Communication (written, oral)
Constructive feedback
Knowledge mobilization

	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.

Some of the opportunities at Las Nubes in Costa Rica involves understanding and working with Aboriginal/Indigenous Peoples' language, history, cultural, heritage, artifacts, and traditional knowledge.

*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 discussion and application to real-world studies in focused areas of global mental health, using a variety of teaching methods.
2. Facilitate discussion of the selected topics, current barriers, and opportunities for addressing global and population mental health needs.
3. Guide students in the production of projects or other identified activities through feedback on their acquisition of knowledge on the selected topic across the term.

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. Examine an area of focus in global mental health under the guidance of a research expert in the discipline.
2. Apply research methodologies to investigate a current or emerging issue in the specific area within global mental health.
3. Communicate strengths and challenges experienced in addressing the selected topic in the current environment.
4. Synthesize results of theoretical and practical explorations on the selected topic using scientific, social scientific, or humanities-based approaches.

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:

- Seminar discussion on the focused, selected topic
- Guest presentations and Q&A sessions
- Student presentation of relevant case studies/research studies
- Exemplar identification of evidence-informed projects in the topic area
- Peer-to-peer feedback and critique on learning 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:</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>Seminar discussion on the focused, selected topic</i>	LO # 1, 3, 4	Y	<i>Students will verbally analyze current topics of interest and receive feedback from instructor and others for structured reflection</i>	1
<i>Guest presentations followed by Q&A sessions</i>	LO # 1, 3	N	<i>Through Q&A, and resulting discourse, students will expand their thinking by reflecting on what they knew, and what was discovered.</i>	1
<i>Student presentation of relevant case studies/research studies</i>	LO # 2, 3, 4	Y	<i>Students will compare and contrast cases/studies and reflect on variations and challenges that arise for the researcher</i>	1
<i>Exemplar identification of evidence-informed projects in the topic area</i>	LO # 2, 3, 4	N		
<i>Peer-to-peer feedback and critique on learning activities</i>	LO # 3	Y	<i>Using a rubric, peer feedback will be provided to each student, with an aim to improve communication and interpretation of content or research</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

Some of the opportunities at Las Nubes in Costa Rica involves understanding and working with Aboriginal/Indigenous Peoples' language, history, cultural, heritage, artifacts, and traditional knowledge.

Learning/Teaching with Technology:

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

Teaching and learning resources are shared through eClass.

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.)

No online evaluative components are planned.

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)
Ongoing Peer Critique and Feedback	40 (divided i.e., 4 of 10% each)	3
Short Assignments/Assessments	20	
Oral Presentations	20	1-4
Evidence-based Paper	20	1-4

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.

Weekly verbal peer and instructor feedback

Discussion in seminar

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 texts from previous GH courses (i.e., foundations of global health, agents of change, epidemiology)

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

n/a

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

n/a

Section E - Resources Requirement:

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

1. Computing:

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

n/a

2. Classroom:

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

n/a

3. Teaching Support:

• Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:	YES	NO
		x
• Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:	YES	NO
		x
• 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: ○ Will the instructor need to travel to visit the off-campus community partner(s)?	YES	NO
	x	x
○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:	YES	NO
	x	x
If the course takes place at Las Nubes in Costa Rica, then travel will be required, and the International Relations Manager may be present to support the program.		
○ 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
The placement might be on campus or at the Las Nubes Campus in Costa Rica.		

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/>.

YORK UNIVERSITY
LIBRARIES

Scott Research and
Collections

310 Scott Library
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Ext. 20073
Fax 416 736 5920
www.library.yorku.ca/

Memo

To: Professor Kathleen Fallon, School of Global Health
From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date: 1 December 2022
Subject: Library Statement for **Selected Topics in Global Mental Health**

Summary

York University Libraries are well positioned to support the proposed course *Selected Courses in Global Mental Health*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as critical disability studies and psychology.

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 related to disability studies and mental 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. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. 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:

- PsycInfo
- Global Health Database
- Public Health Database
- 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/disabilitystudies> (Critical Disability Studies)

<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/>

New Course Proposal Form

School/Department: Global Health

Course Rubric and Number: HH/GH 4910

Credit Weight: 3.00 **Effective Session:** FW 2023-4

(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.*

Selected Topics in Promoting Global Health

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

Selected Topics in Promoting Global Health

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.

Integrates disciplinary knowledge, research methodology, and practical experience in the intensive study of selected topics in global health promotion. Students apply learning to a defined area of focus, individually or in a group. Various activities, such as report writing, reflection papers, literature reviews or research investigations may be conducted to enhance the student's program of study.

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 who have completed 54 credits
Not open to:	
Notes:	Topics vary from year to year. Consult the unit supplemental calendar for more details. Permission from the Course Director is required.

Science Course:

YES	NO
	x

Denotes courses in GH, KINE or PSYC to count as science credit for BSc degree programs

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 'Selected Topics' course serves to support focused learning for students, as an elective course, in very specific areas of global health promotion, and related studies that can be specifically facilitated by Faculty of Health (FoH), for strategic hires in the School of Global Health. A wide variety of topic areas can be made accessible to students with the unique support of faculty who are specifically hired to address a particular research agenda and advance national and international profiles at the University. Currently, there are few flexible opportunities in the FoH units' curricula where students and strategic-hire faculty members can engage in teaching-learning opportunities within a focused course structure. This 'selected topics' course offers a generic 'umbrella' for Global Health to identify specific, defined areas of study that complement program offerings. A suite of course outlines can be developed under this umbrella course.

Additionally, topics may be selected with international foci, for use by students and Global Health faculty members teaching in international locations (i.e., Las Nubas, Costa Rica). When it is used for the purposes of teaching a course at the Las Nubas campus, it will not count towards satisfying the School of Global Health teaching workload allocation – compensation for teaching at Las Nubas is completely separate from the School's teaching allocation.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

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. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recent Integrated Resource Plan, students' knowledge of health and scholarship both locally and internationally may be enhanced by this course. The flexible structure enables the FoH to continue to strengthen its foci on population health, mental health, ageing, community and other emerging priorities and to facilitate interaction between subject matter experts and students.

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.

The Selected Topics course will be a permanent elective course feature of the curriculum in the School of Global Health, on offer periodically, for a limited period of time or indefinitely, and where there could be any number of different topics or subjects addressed through it, in a suite of courses under its 'umbrella'. This one clear, generic 'umbrella' course description, defining a specific aspect of the discipline, would appear in the unit's course repository and university calendar. A separate course number would be assigned to each 'topic' course in the suite of courses that are taught under this umbrella. Specific topics offered within a field could vary from year to year.

This course description, defining the course category, would appear in the course repository and university calendar. A separate course number would be assigned to each related 'topic' outline. For example, in anticipation of a strategic hire, a topic on health promotion and disease prevention or global health management systems may be the focus of a selected course outline and indicated in its course title. For courses taught as part of the Las Nubas program, which can repeat on an annual or semi-annual basis, the same course code/title will be kept to indicate it is the same course being offered.

Because a selected topic course outline under this umbrella is particularly created to reflect strategic hire expertise and/or specific theory and practices, and is offered as needed by the unit, there is no anticipated overlap with other courses.

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

Enrolment for each section offered will be a minimum of 15 and a maximum of 50 students. Faculty assigned to teach a Selected Topics course may be strategic hires and while they are required to teach in the program, they are also required to engage in numerous research activities and have various responsibilities in their particular role as a faculty member. Lower enrolment in this course will enable the strategic hire to achieve a balanced workload. Any courses offered in an international setting will have a lower enrolment to accommodate an intense study plan.

Section B - Course Structure:

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

X	Fully face to face
	BLN (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).
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	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

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.

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

The generic Selected Topics course will be offered in the course repository and university calendar. Course offerings on related topics vary year to year at the discretion of the unit and may depend on the need for a course assignment for a strategic hire, or based on assessed student interest.

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.

Strategic hires in the School of Global Health; School faculty members involved in supporting international experiential courses.

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/>.
- 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.

Various research methodologies
Current and emerging topics related to global health promotion
Global health-related healthcare, public health, social determinants of health, and/or planetary health issues
Communication (written, oral)
Constructive feedback
Knowledge mobilization

	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.

Some of the opportunities at Las Nubes in Costa Rica involves understanding and working with Aboriginal/Indigenous Peoples' language, history, cultural, heritage, artifacts, and traditional knowledge.

*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 discussion and application to real-world studies in focused areas of global health promotion, using a variety of teaching methods.
2. Facilitate discussion of the selected topics, current barriers, and opportunities for addressing and global health promotion and population health needs.
3. Guide students in the production of projects or other identified activities through feedback on their acquisition of knowledge on the selected topic across the term.

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. Examine an area of focus in global health promotion under the guidance of a research expert in the discipline.
2. Apply research methodologies to investigate a current or emerging issue in the specific area within global health promotion.
3. Communicate strengths and challenges experienced in addressing the selected topic in the current environment.
4. Synthesize results of theoretical and practical explorations on the selected topic using scientific, social scientific, or humanities-based approaches.

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:

- Seminar discussion on the focused, selected topic
- Guest presentations and Q&A sessions
- Student presentation of relevant case studies/research studies
- Exemplar identification of evidence-informed projects in the topic area
- Peer-to-peer feedback and critique on learning 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:</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>Seminar discussion on the focused, selected topic</i>	LO # 1, 3, 4	Y	<i>Students will verbally analyze current topics of interest and receive feedback from instructor and others for structured reflection</i>	1
<i>Guest presentations followed by Q&A sessions</i>	LO # 1, 3	N	<i>Through Q&A, and resulting discourse, students will expand their thinking by reflecting on what they knew, and what was discovered.</i>	1
<i>Student presentation of relevant case studies/research studies</i>	LO # 2, 3, 4	Y	<i>Students will compare and contrast cases/studies and reflect on variations and challenges that arise for the researcher</i>	1
<i>Exemplar identification of evidence-informed projects in the topic area</i>	LO # 2, 3, 4	N		
<i>Peer-to-peer feedback and critique on learning activities</i>	LO # 3	Y	<i>Using a rubric, peer feedback will be provided to each student, with an aim to improve communication and interpretation of content or research</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

Some of the opportunities at Las Nubes in Costa Rica involves understanding and working with Aboriginal/Indigenous Peoples' language, history, cultural, heritage, artifacts, and traditional knowledge.

Learning/Teaching with Technology:

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

Teaching and learning resources are shared through eClass.

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.)

No online evaluative components are planned.

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)
Ongoing Peer Critique and Feedback	40 (divided i.e., 4 of 10% each)	3
Short Assignments/Assessments	20	
Oral Presentations	20	1-4
Evidence-based Paper	20	1-4

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.

Weekly verbal peer and instructor feedback

Discussion in seminar

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 texts from previous GH courses (i.e., foundations of global health, agents of change, epidemiology)

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

n/a

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

n/a

Section E - Resources Requirement:

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

1. Computing:

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

n/a

2. Classroom:

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

n/a

3. Teaching Support:

• Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:	YES	NO
		x
• Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:	YES	NO
		x
• 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: ○ Will the instructor need to travel to visit the off-campus community partner(s)?	YES	NO
	x	x
○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:	YES	NO
	x	x
If the course takes place at Las Nubes in Costa Rica, then travel will be required, and the International Relations Manager may be present to support the program.		
○ 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
The placement might be on campus or at the Las Nubes Campus in Costa Rica.		

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/>.

YORK UNIVERSITY
LIBRARIES

Scott Research and
Collections

310 Scott Library
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Ext. 20073
Fax 416 736 5920
www.library.yorku.ca/

Memo

To: Professor Kathleen Fallon, School of Global Health
From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date: 1 December 2022
Subject: Library Statement for **Selected Topics in Promoting Global Health**

Summary

York University Libraries are well positioned to support the proposed course *Selected Topics in Promoting Global Health*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as public health.

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 global health subject areas.

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. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. 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
- 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/>

New Course Proposal Form

School/Department: Global Health

Course Rubric and Number: HH/GH 4920

Credit Weight: 3.00 (e.g. 3.00, 6.00) **Effective Session:** FW 2023-4 (e.g. Fall 2021, F/W 2021-22)

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

Selected Topics in Social Determinants of Global Health

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

Selected Topics in Social Determinants of Global Health

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.

Integrates disciplinary knowledge, research methodology, and practical experience in the intensive study of selected topics in social determinants of global health. Students apply learning to a defined area of focus, individually or in a group. Various activities, such as report writing, reflection papers, literature reviews or research investigations may be conducted to enhance the student's program of study.

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 who have successfully completed 54 credits
Not open to:	
Notes:	Topics vary from year to year. Consult the unit supplemental calendar for more details. Permission from the Course Director is required.

Science Course:

Denotes courses in GH, 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 'Selected Topics' course serves to support focused learning for students, as an elective course, in very specific areas of Social Determinants of Global Health and related studies that can be specifically facilitated by Faculty of Health (FoH), for strategic hires in the School of Global Health. A wide variety of topic areas can be made accessible to students with the unique support of faculty who are specifically hired to address a particular research agenda and advance national and international profiles at the University. Currently, there are few flexible opportunities in the FoH units' curricula where students and strategic-hire faculty members can engage in teaching-learning opportunities within a focused course structure. This 'selected topics' course offers a generic 'umbrella' for Global Health to identify specific, defined areas of study that complement program offerings. A suite of course outlines can be developed under this umbrella course.

Additionally, topics may be selected with international foci, for use by students and Global Health faculty members teaching in international locations (i.e., Las Nubas, Costa Rica). When it is used for the purposes of teaching a course at the Las Nubas campus, it will not count towards satisfying the School of Global Health teaching workload allocation – compensation for teaching at Las Nubas is completely separate from the School's teaching allocation.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

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. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recent Integrated Resource Plan, students' knowledge of health and scholarship both locally and internationally may be enhanced by this course. The flexible structure enables the FoH to continue to strengthen its foci on population health, mental health, ageing, community and other emerging priorities and to facilitate interaction between subject matter experts and students.

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.

The Selected Topics course will be a permanent elective course feature of the curriculum in the School of Global Health, on offer periodically, for a limited period of time or indefinitely, and where there could be any number of different topics or subjects addressed through it, in a suite of courses under its 'umbrella'. This one clear, generic 'umbrella' course description, defining a specific aspect of the discipline, would appear in the unit's course repository and university calendar. A separate course number would be assigned to each 'topic' course in the suite of courses that are taught under this umbrella. Specific topics offered within a field could vary from year to year.

This course description, defining the course category, would appear in the course repository and university calendar. A separate course number would be assigned to each related 'topic' outline. For example, in anticipation of a strategic hire, a topic on health promotion and disease prevention or global health management systems may be the focus of a selected course outline and indicated in its course title. For courses taught as part of the Las Nubas program, which can repeat on an annual or semi-annual basis, the same course code/title will be kept to indicate it is the same course being offered.

Because a selected topic course outline under this umbrella is particularly created to reflect strategic hire expertise and/or specific theory and practices, and is offered as needed by the unit, there is no anticipated overlap with other courses.

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

Enrolment for each section offered will be a minimum of 15 and a maximum of 50 students. Faculty assigned to teach a Selected Topics course may be strategic hires and while they are required to teach in the program, they are also required to engage in numerous research activities and have various responsibilities in their particular role as a faculty member. Lower enrolment in this course will enable the strategic hire to achieve a balanced workload. Any courses offered in an international setting will have a lower enrolment to accommodate an intense study plan.

Section B - Course Structure:

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

X	Fully face to face
	BLN (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

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.

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

The generic Selected Topics course will be offered in the course repository and university calendar. Course offerings on related topics vary year to year at the discretion of the unit and may depend on the need for a course assignment for a strategic hire, or based on assessed student interest.

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.

Strategic hires in the School of Global Health; School faculty members involved in supporting international experiential courses.

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/>.
- 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?)

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List the key topic areas taught in this course.

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Communication (written, oral)
Constructive feedback
Knowledge mobilization

	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.

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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 discussion and application to real-world studies in focused areas of social determinants of global health, using a variety of teaching methods.
2. Facilitate discussion of the selected topics, current barriers, and opportunities for addressing and social determinants of global health and population health needs.
3. Guide students in the production of projects or other identified activities through feedback on their acquisition of knowledge on the selected topic across the term.

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. Examine an area of focus in social determinants of global health under the guidance of a research expert in the discipline.
2. Apply research methodologies to investigate a current or emerging issue in the specific area within social determinants of global health.
3. Communicate strengths and challenges experienced in addressing the selected topic in the current environment.
4. Synthesize results of theoretical and practical explorations on the selected topic using scientific, social scientific, or humanities-based approaches.

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:

- Seminar discussion on the focused, selected topic
- Guest presentations and Q&A sessions
- Student presentation of relevant case studies/research studies
- Exemplar identification of evidence-informed projects in the topic area
- Peer-to-peer feedback and critique on learning 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:</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>Seminar discussion on the focused, selected topic</i>	LO # 1, 3, 4	Y	<i>Students will verbally analyze current topics of interest and receive feedback from instructor and others for structured reflection</i>	1
<i>Guest presentations followed by Q&A sessions</i>	LO # 1, 3	N	<i>Through Q&A, and resulting discourse, students will expand their thinking by reflecting on what they knew, and what was discovered.</i>	1
<i>Student presentation of relevant case studies/research studies</i>	LO # 2, 3, 4	Y	<i>Students will compare and contrast cases/studies and reflect on variations and challenges that arise for the researcher</i>	1
<i>Exemplar identification of evidence-informed projects in the topic area</i>	LO # 2, 3, 4	N		
<i>Peer-to-peer feedback and critique on learning activities</i>	LO # 3	Y	<i>Using a rubric, peer feedback will be provided to each student, with an aim to improve communication and interpretation of content or research</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

Some of the opportunities at Las Nubes in Costa Rica involves understanding and working with Aboriginal/Indigenous Peoples' language, history, cultural, heritage, artifacts, and traditional knowledge.

Learning/Teaching with Technology:

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

Teaching and learning resources are shared through eClass.

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.)

No online evaluative components are planned.

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)
Ongoing Peer Critique and Feedback	40 (divided i.e., 4 of 10% each)	3
Short Assignments/Assessments	20	
Oral Presentations	20	1-4
Evidence-based Paper	20	1-4

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.

Weekly verbal peer and instructor feedback

Discussion in seminar

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 texts from previous GH courses (i.e., foundations of global health, agents of change, epidemiology)

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

n/a

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

n/a

Section E - Resources Requirement:

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

1. Computing:

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

n/a

2. Classroom:

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

n/a

3. Teaching Support:

• Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:	YES	NO
		x
• Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:	YES	NO
		x
• 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: ○ Will the instructor need to travel to visit the off-campus community partner(s)?	YES	NO
	x	x
○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:	YES	NO
	x	x
If the course takes place at Las Nubes in Costa Rica, then travel will be required, and the International Relations Manager may be present to support the program.		
○ 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
The placement might be on campus or at the Las Nubes Campus in Costa Rica.		

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/>.

YORK UNIVERSITY
LIBRARIES

Scott Research and
Collections

310 Scott Library
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Ext. 20073
Fax 416 736 5920
www.library.yorku.ca/

Memo

To: Professor Kathleen Fallon, School of Global Health
From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date: 1 December 2022
Subject: Library Statement for **Selected Topics in Social Determinants of Global Health**

Summary

York University Libraries are well positioned to support the proposed course *Selected Topics in Social Determinants of Global Health*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as public health.

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 social determinants of 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. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. 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
- Sociological Abstracts
- Social Sciences Abstracts
- 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)

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/>

Program: Global Health Degree Program: Bachelor of Arts (Specialized Honours) Stream: Global Health and the Environment Effective Date: Fall 2023	
Current Calendar Copy (Strikethrough items to be removed)	New Calendar Copy (Underline items to be added in revisions to existing programs)
<p>Graduation Requirements</p> <p>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>Graduation Requirements</p> <p>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 – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> Complete 1 of the following Completed at least 6 credits from the following types of courses: <p>at the 1000 level in approved Faculty of Health general education</p> Earned at least 6 credits from the following course sets: <p>General Education - HH - BA – Humanities</p> AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) AP/FR 1005 Cr=6.00 EN - Key Aspects of French Culture (6) AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) AP/HIST1095 - Streetlife: The Culture and History of European Cities (6) 	<p>General Education – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> Complete 1 of the following Completed at least 6 credits from the following types of courses: <p>at the 1000 level in approved Faculty of Health general education</p> Earned at least 6 credits from the following course sets: <p>General Education - HH - BA – Humanities</p> AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) AP/FR 1005 Cr=6.00 EN - Key Aspects of French Culture (6) AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) AP/HIST1095 - Streetlife: The Culture and History of European Cities (6)

- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
- [AP/HUMA1190](#) - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9)
- [AP/HUMA1250](#) - Diaspora communities and global cultures: Literature, arts, and imagination (6)
- [AP/HUMA1320](#) - Ideas of America: The Cultures of North America (6)
- [AP/HUMA1420](#) - Introduction to Korean Culture (9)
- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/HUMA1761](#) - Italian Cinema, Literature and Society (9)
- [AP/HUMA1700](#) - Professional Writing: Process and Practice (9)
- [AP/HUMA1780](#) - Stories in Diverse Media (6)
- [AP/HUMA1825](#) - Law and Morality in Literature and Culture (9)
- [AP/HUMA1840](#) - Existence, Freedom and Meaning: The Idea of Human in European Thought (9)
- [AP/HUMA1846](#) - Arts and Culture in South Asia (6)
- [AP/HUMA1900](#) - Introduction to Traditional and Popular Culture (9)
- [AP/HUMA1905](#) - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9)
- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
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- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
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- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)

- [AP/HREQ1910](#) - The Global South and Human Rights (6)
- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)
- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)

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- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)

- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)
- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

Six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Natural Science

- [SC/NATS1500](#) - Statistics and Reasoning in Modern Society (3)
- [SC/NATS1510](#) - The History of the Environment (3)
- [SC/NATS1512](#) - Environmental Pollution (3)
- [SC/NATS1515](#) - Atmospheric Pollution (3)
- [SC/NATS1516](#) - Water Pollution (3)
- [SC/NATS1525](#) - Extraterrestrial Life: A Modern Discussion to include Historical, Religious and Cultural Aspects (3)
- [SC/NATS1530](#) - Science of Space Flight and Exploration (3)
- [SC/NATS1540](#) - Theories of Dinosaur Extinction (3)
- [SC/NATS1550](#) - Science of Animal Migration (3)
- [SC/NATS1560](#) - Understanding Food (3)
- [SC/NATS1570](#) - Exploring the Solar System (3)
- [SC/NATS1575](#) - Forensic Science - An Introduction (3)

- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)
- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

Six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Natural Science

- [SC/NATS1500](#) - Statistics and Reasoning in Modern Society (3)
- [SC/NATS1510](#) - The History of the Environment (3)
- [SC/NATS1512](#) - Environmental Pollution (3)
- [SC/NATS1515](#) - Atmospheric Pollution (3)
- [SC/NATS1516](#) - Water Pollution (3)
- [SC/NATS1525](#) - Extraterrestrial Life: A Modern Discussion to include Historical, Religious and Cultural Aspects (3)
- [SC/NATS1530](#) - Science of Space Flight and Exploration (3)
- [SC/NATS1540](#) - Theories of Dinosaur Extinction (3)
- [SC/NATS1550](#) - Science of Animal Migration (3)
- [SC/NATS1560](#) - Understanding Food (3)
- [SC/NATS1570](#) - Exploring the Solar System (3)
- [SC/NATS1575](#) - Forensic Science - An Introduction (3)

- [SC/NATS1580](#) - Sun, Space Weather and Life on Earth (3)
- [SC/NATS1585](#) - Astronomy: Exploring the Universe (3)
- [SC/NATS1590](#) - The Mathematics of Politics (3)
- [SC/NATS1595](#) - The Mathematics of Biology (3)
- [SC/NATS1610](#) - The Living Body (6)
- [SC/NATS1650](#) - Human Anatomy for the Fine Arts (6)
- [SC/NATS1660](#) - The Biology of Sex (6)
- [SC/NATS1670](#) - Concepts in Human Health and Disease (6)
- [SC/NATS1675](#) - Human Development (6)
- [SC/NATS1690](#) - Evolution (6)
- [SC/NATS1700](#) - Computers, Information and Society (6)
- [SC/NATS1720](#) - Light and Sound (6)
- [SC/NATS1740](#) - Astronomy (6)
- [SC/NATS1745](#) - History of Astronomy (6)
- [SC/NATS1750](#) - The Earth and Its Atmosphere (6)
- [SC/NATS1760](#) - Science, Technology and Society (6)
- [SC/NATS1765](#) - Science, Experts and Citizens (6)
- [SC/NATS1775](#) - Technology and Civilization (6)
- [SC/NATS1780](#) - Weather and Climate (6)
- [SC/NATS1795](#) - The Nature of Time (6)
- [SC/NATS1810](#) - Energy (6)
- [SC/NATS1830](#) - Mysteries of Everyday Materials (6)
- [SC/NATS1840](#) - Science, Technology and the Environment (6)
- [SC/NATS1850](#) - Science and Pseudoscience (6)
- [SC/NATS1870](#) - Understanding Colour (6)
- [SC/NATS1880](#) - Life Beyond Earth (6)
- [SC/NATS1920](#) - The Nature and Growth of Ideas in Mathematics (6)
- [SC/NATS1940](#) - Biodiversity and Conservation (6)
- [SC/NATS1945](#) - Physics and Technology for Future World Leaders (6)

- [SC/NATS1580](#) - Sun, Space Weather and Life on Earth (3)
- [SC/NATS1585](#) - Astronomy: Exploring the Universe (3)
- [SC/NATS1590](#) - The Mathematics of Politics (3)
- [SC/NATS1595](#) - The Mathematics of Biology (3)
- [SC/NATS1610](#) - The Living Body (6)
- [SC/NATS1650](#) - Human Anatomy for the Fine Arts (6)
- [SC/NATS1660](#) - The Biology of Sex (6)
- [SC/NATS1670](#) - Concepts in Human Health and Disease (6)
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- [SC/NATS1760](#) - Science, Technology and Society (6)
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- [SC/NATS1775](#) - Technology and Civilization (6)
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- [SC/NATS1810](#) - Energy (6)
- [SC/NATS1830](#) - Mysteries of Everyday Materials (6)
- [SC/NATS1840](#) - Science, Technology and the Environment (6)
- [SC/NATS1850](#) - Science and Pseudoscience (6)
- [SC/NATS1870](#) - Understanding Colour (6)
- [SC/NATS1880](#) - Life Beyond Earth (6)
- [SC/NATS1920](#) - The Nature and Growth of Ideas in Mathematics (6)
- [SC/NATS1940](#) - Biodiversity and Conservation (6)
- [SC/NATS1945](#) - Physics and Technology for Future World Leaders (6)

• Note 1: it is strongly recommended that students complete the general

<ul style="list-style-type: none"> • Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits. • Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives. • Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. • Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ • 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>education requirements above within their first 54 credits.</p> <ul style="list-style-type: none"> • Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives. • Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. • Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ • 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>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) 	<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00)

- [HH/GH2010](#) - Methods and Approaches in Global Health Research (6.00)
- [HH/GH2100](#) - Chronic Diseases & Care (3.00)
- [HH/GH2200](#) - Determinants of Health: Local to Global (3.00)
- [HH/GH3000](#) - Epidemiology and Global Health (3.00)
- [HH/GH3100](#) - Communicable Diseases and Care (3.00)
- [HH/GH3545](#) - Promoting Global Health (3.00)
- [HH/GH3740](#) - Health Care Planning for Communities (3.00)
- [HH/GH4010](#) - Global Health Ethics (3.00)
- [HH/GH4100](#) - Policy and Program Evaluation in Global Health (3.00)
- [HH/GH4200](#) - Global Health Governance and Leadership (3.00)
- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)
- [HH/GH1010](#) - Foundations of Global Health Studies (3.00)

Global Health and the Environment

- Earned at least 21 credits from the following:

- [EU/ENVS2122](#) - Community Arts for Social Change (3.00)
- [EU/ENVS3150](#) - Human Animal Studies (3.00)
- [EU/ENVS3340](#) - Global Environmental Politics (3.00)
- [EU/ENVS3400](#) - Introduction to Climate Change Science and Policy (3.00)
- [EU/ENVS3401](#) - The Science of Pollution: Impacts on the Environment and Human Health (3.00)
- [EU/ENVS3430](#) - Environmental Assessment (3.00)
- [EU/ENVS3450](#) - Environment and Health: Social and Political Dimensions (3.00)
- [EU/ENVS4120](#) - Natural History: Political Ecology Encounters Environmental Education in Costa Rica (3.00)
- [EU/ENVS4215](#) - Globalization and Indigenous Peoples (3.00)

- [HH/GH2010](#) - Methods and Approaches in Global Health Research (6.00)
- [HH/GH2100](#) - Chronic Diseases & Care (3.00)
- [HH/GH2200](#) - Determinants of Health: Local to Global (3.00)
- [HH/GH3000](#) - Epidemiology and Global Health (3.00)
- [HH/GH3100](#) - Communicable Diseases and Care (3.00)
- [HH/GH3545](#) - Promoting Global Health (3.00)
- [HH/GH3740](#) - Health Care Planning for Communities (3.00)
- [HH/GH4010](#) - Global Health Ethics (3.00)
- [HH/GH4100](#) - Policy and Program Evaluation in Global Health (3.00)
- [HH/GH4200](#) - Global Health Governance and Leadership (3.00)
- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
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- [HH/GH1010](#) - Foundations of Global Health Studies (3.00)

Global Health and the Environment

- Earned at least 21 credits from the following:

- [EU/ENVS2122](#) - Community Arts for Social Change (3.00)
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- [EU/ENVS3401](#) - The Science of Pollution: Impacts on the Environment and Human Health (3.00)
- [EU/ENVS3430](#) - Environmental Assessment (3.00)
- [EU/ENVS3450](#) - Environment and Health: Social and Political Dimensions (3.00)
- [EU/ENVS4120](#) - Natural History: Political Ecology Encounters Environmental Education in Costa Rica (3.00)
- [EU/ENVS4215](#) - Globalization and Indigenous Peoples (3.00)

- [EU/ENVS4430](#) - Impact Assessment Process & Practice (3.00)
- [EU/ENVS4440](#) - Environmental Disasters (3.00)
- [EU/ENVS4523](#) - Systems Thinking: How everything is connected to everything else, and what to do about it (3.00)
- [EU/ENVS1210](#) - Cities,Regions and Planning in a Globalizing World (3.00)
- [EU/ENVS1100](#) - The land we're on: Treaties, Art and Environment (3.00)
- [EU/ENVS1300](#) - Environmental Politics and Justice (3.00)
- [EU/ENVS1400](#) - Foundations of Environmental Management: Policy, Resources and Conservation (3.00)
- [EU/ENVS2125](#) - Popular Education for Environmental and Social Justice (3.00)
- [EU/ENVS2403](#) - Solutions: Sustainability, Justice, Transitions (3.00)
- [EU/ENVS2410](#) - Environmental Governance and Policy: Ideas, Interests and Institutions (3.00)
- [EU/ENVS2510](#) - Economics for the Anthropocene (3.00)
- [EU/ENVS3160](#) - Race/Racism and Environmental Justice (3.00)
- [EU/ENVS3405](#) - Ecosystem Services (3.00)
- [EU/ENVS4122](#) - Arts in Action: Pedagogy, Ethics and Praxis (3.00)
- [EU/ENVS4221](#) - Urban Consulting Practice (3.00)
- [EU/ENVS4225](#) - Designing Sustainable Cities (3.00)
- [EU/ENVS4227](#) - Urban Environmental Risk and Resilience (3.00)
- [EU/ENVS4311](#) - Indigenous Environmental Justice (3.00)
- [EU/ENVS4351](#) - Peasant Studies in the Global South: Peasants, Food, Nature and Wellbeing (3.00)
- [EU/ENVS4800A](#) - Advanced Topics in Environment and Health (3.00)
- [EU/ENVS4800E](#) - The Black Atlantic and Environmental Justice (3.00)
- [EU/GEOG2030](#) - The End of the Earth as We Know It: Global Environmental Change (3.00)
- [EU/GEOG2310](#) - Introduction to Refugee and Migration Studies (6.00)

- [EU/ENVS4430](#) - Impact Assessment Process & Practice (3.00)
- [EU/ENVS4440](#) - Environmental Disasters (3.00)
- [EU/ENVS4523](#) - Systems Thinking: How everything is connected to everything else, and what to do about it (3.00)
- [EU/ENVS1210](#) - Cities,Regions and Planning in a Globalizing World (3.00)
- [EU/ENVS1100](#) - The land we're on: Treaties, Art and Environment (3.00)
- [EU/ENVS1300](#) - Environmental Politics and Justice (3.00)
- [EU/ENVS1400](#) - Foundations of Environmental Management: Policy, Resources and Conservation (3.00)
- [EU/ENVS2125](#) - Popular Education for Environmental and Social Justice (3.00)
- [EU/ENVS2403](#) - Solutions: Sustainability, Justice, Transitions (3.00)
- [EU/ENVS2410](#) - Environmental Governance and Policy: Ideas, Interests and Institutions (3.00)
- [EU/ENVS2510](#) - Economics for the Anthropocene (3.00)
- [EU/ENVS3160](#) - Race/Racism and Environmental Justice (3.00)
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- [EU/ENVS4800E](#) - The Black Atlantic and Environmental Justice (3.00)
- [EU/GEOG2030](#) - The End of the Earth as We Know It: Global Environmental Change (3.00)
- [EU/GEOG2310](#) - Introduction to Refugee and Migration Studies (6.00)

<ul style="list-style-type: none"> • EU/GEOG2320 - Migration and Displacement (3.00) • EU/GEOG3040 - Urban Environmental Justice (3.00) • EU/GEOG3070 Cr=3.00 EN - Gender, Population, and Migration (3.00) • EU/GEOG3380 - Urban Social Analysis (3.00) • EU/GEOG3400 - Urban Geographies of Genders and Sexualities (3.00) • EU/GEOG4170 - Geographic Perspectives on Immigration, Ethnicity and Race in Modern Cities (3.00) • HH/GH3200 - Creating Intercultural Safety (3.00) <p>Note: at least 12 credits in the major must be completed at the 4000 level.</p>	<ul style="list-style-type: none"> • EU/GEOG2320 - Migration and Displacement (3.00) • EU/GEOG3040 - Urban Environmental Justice (3.00) • EU/GEOG3070 Cr=3.00 EN - Gender, Population, and Migration (3.00) • EU/GEOG3380 - Urban Social Analysis (3.00) • EU/GEOG3400 - Urban Geographies of Genders and Sexualities (3.00) • EU/GEOG4170 - Geographic Perspectives on Immigration, Ethnicity and Race in Modern Cities (3.00) • HH/GH3200 - Creating Intercultural Safety (3.00) • HH/GH3550 - Global Health Architecture (3.00) • HH/GH4000 Cr=3.00 EN - Independent Study (3.00) • HH/GH 3300 3.00 • HH/GH 4920 3.00 <p>Note: at least 12 credits in the major must be completed at the 4000 level.</p>
<p>Upper-Level Requirement Required Credits: 36</p> <ul style="list-style-type: none"> • A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level. 	<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> • A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.
<p>Outside the Major – Required Credits: 21</p> <ul style="list-style-type: none"> • Completed at least 21 credits from the following types of courses: <p>outside the major. Credits outside the major may be used to fulfil upper-level credits.</p>	<p>Outside the Major – Required Credits: 21</p> <ul style="list-style-type: none"> • Completed at least 21 credits from the following types of courses: <p>outside the major. Credits outside the major may be used to fulfil upper-level credits.</p>
<p>Grand Total Credit Count – 120</p>	<p>Grand Total Credit Count – 120</p>

Program: Global Health
Degree Program: Bachelor of Science (Specialized Honours)
Stream: Global Health and the Environment
Effective Date: Fall 2023

Current Calendar Copy (Strikethrough items to be removed)	New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)
<p>Graduation Requirements</p> <p>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>Graduation Requirements</p> <p>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 – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> • Complete 1 of the following • Completed at least 6 credits from the following types of courses: <ul style="list-style-type: none"> at the 1000 level in approved Faculty of Health general education • Earned at least 6 credits from the following course sets: <ul style="list-style-type: none"> General Education - HH - BSC – Humanities • AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) • AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) • AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) • AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) • AP/HIST1095 - Streetlife: The Culture and History of European Cities (6) 	<p>General Education – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> • Complete 1 of the following • Completed at least 6 credits from the following types of courses: <ul style="list-style-type: none"> at the 1000 level in approved Faculty of Health general education • Earned at least 6 credits from the following course sets: <ul style="list-style-type: none"> General Education - HH - BSC – Humanities • AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) • AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) • AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) • AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) • AP/HIST1095 - Streetlife: The Culture and History of European Cities (6)

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| <ul style="list-style-type: none"> • AP/HUMA1100 - Worlds of Ancient Greece and Rome (9) • AP/HUMA1106 - Egypt in the Greek and Roman Mediterranean (9) • AP/HUMA1170 - The Modern Age: Shapers and Definers (9) • AP/HUMA1190 - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9) • AP/HUMA1250 - Diaspora communities and global cultures: Literature, arts, and imagination (6) • AP/HUMA1320 - Ideas of America: The Cultures of North America (6) • AP/HUMA1420 - Introduction to Korean Culture (9) • AP/HUMA1720 - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6) • AP/HUMA1740 - The Roots of Modern Canada (6) • AP/HUMA1751 Cr=6.00 EN - Italian Culture: The Great Ideas and the Masterworks (6) • AP/HUMA1761 - Italian Cinema, Literature and Society (9) • AP/HUMA1770 - One World: Historical and Cultural Perspectives of Globalization (6) • AP/HUMA1780 - Stories in Diverse Media (6) • AP/HUMA1825 - Law and Morality in Literature and Culture (9) • AP/HUMA1840 - Existence, Freedom and Meaning: The Idea of Human in European Thought (9) • AP/HUMA1846 - Arts and Culture in South Asia (6) • AP/HUMA1900 - Introduction to Traditional and Popular Culture (9) • AP/HUMA1905 - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9) • AP/HUMA1910 - Science and the Humanities: Nature and Human Nature (9) • AP/HUMA1950 Cr=6.00 EN - Concepts of Male and Female in the West (6) • AP/IT 1751 Cr=6.00 EN - Italian Culture: The Great Ideas and the Masterworks (6) • AP/IT 1761 - Italian Cinema, Literature and Society (9) • AP/MODR1730 - Modes of Reasoning: Reasoning About Social Issues (6) | <ul style="list-style-type: none"> • AP/HUMA1100 - Worlds of Ancient Greece and Rome (9) • AP/HUMA1106 - Egypt in the Greek and Roman Mediterranean (9) • AP/HUMA1170 - The Modern Age: Shapers and Definers (9) • AP/HUMA1190 - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9) • AP/HUMA1250 - Diaspora communities and global cultures: Literature, arts, and imagination (6) • AP/HUMA1320 - Ideas of America: The Cultures of North America (6) • AP/HUMA1420 - Introduction to Korean Culture (9) • AP/HUMA1720 - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6) • AP/HUMA1740 - The Roots of Modern Canada (6) • AP/HUMA1751 Cr=6.00 EN - Italian Culture: The Great Ideas and the Masterworks (6) • AP/HUMA1761 - Italian Cinema, Literature and Society (9) • AP/HUMA1770 - One World: Historical and Cultural Perspectives of Globalization (6) • AP/HUMA1780 - Stories in Diverse Media (6) • AP/HUMA1825 - Law and Morality in Literature and Culture (9) • AP/HUMA1840 - Existence, Freedom and Meaning: The Idea of Human in European Thought (9) • AP/HUMA1846 - Arts and Culture in South Asia (6) • AP/HUMA1900 - Introduction to Traditional and Popular Culture (9) • AP/HUMA1905 - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9) • AP/HUMA1910 - Science and the Humanities: Nature and Human Nature (9) • AP/HUMA1950 Cr=6.00 EN - Concepts of Male and Female in the West (6) • AP/IT 1751 Cr=6.00 EN - Italian Culture: The Great Ideas and the Masterworks (6) • AP/IT 1761 - Italian Cinema, Literature and Society (9) • AP/MODR1730 - Modes of Reasoning: Reasoning About Social Issues (6) |
|--|--|

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following

- Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BSC - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following

- Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BSC - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)
- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)
- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
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- [AP/SOSC1880](#) - Social Change in Canada (6)

- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
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- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

- Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.
- Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives.
- Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.
- Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
- 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

- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

- Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.
- Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives.
- Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.
- Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
- 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/

courses, please visit:
yorku.ca/health/general-education-approvedhhcourses/

Basic Science Requirement – Required Credits:

15

- Complete all of the following
 - Earned at least 6 credits from the following:
 - [SC/MATH1013](#) - Applied Calculus I (3.00)
 - [SC/MATH1014](#) - Applied Calculus II (3.00)
 - [SC/MATH1025](#) - Applied Linear Algebra (3.00)
 - [SC/MATH1506](#) - Mathematics I for the Biological and Health Sciences (3.00)
 - [SC/MATH1507](#) - Mathematics II for the Biological and Health Sciences (3.00)
 - Note: SC/MATH 1506 3.00 and SC/MATH 1507 3.00
 - Earned at least 3 credits from the following:
 - [LE/EECS1520](#) - Computer Use: Fundamentals (3.00)
 - [LE/EECS1540](#) - Computer Use for the Natural Sciences (3.00)
 - [LE/EECS1570](#) - Introduction to Computing for Psychology (3.00)
 - Earned at least 6 credits from the following:
 - [SC/BIOL1000](#) - Biology I - Cells, Molecular Biology and Genetics (3.00)
 - [SC/BIOL1001](#) - Biology II - Evolution, Ecology, Biodiversity and Conservation Biology (3.00)
 - [SC/CHEM1000 Cr=3.00 EN](#) - Chemical Structure (3.00)
 - [SC/CHEM1001](#) - Chemical Dynamics (3.00)
 - [SC/PHYS1410](#) - Physical Science (6.00)

Basic Science Requirement – Required Credits:

15

- Complete all of the following
 - Earned at least 6 credits from the following:
 - [SC/MATH1013](#) - Applied Calculus I (3.00)
 - [SC/MATH1014](#) - Applied Calculus II (3.00)
 - [SC/MATH1025](#) - Applied Linear Algebra (3.00)
 - [SC/MATH1506](#) - Mathematics I for the Biological and Health Sciences (3.00)
 - [SC/MATH1507](#) - Mathematics II for the Biological and Health Sciences (3.00)
 - Note: SC/MATH 1506 3.00 and SC/MATH 1507 3.00
 - Earned at least 3 credits from the following:
 - [LE/EECS1520](#) - Computer Use: Fundamentals (3.00)
 - [LE/EECS1540](#) - Computer Use for the Natural Sciences (3.00)
 - [LE/EECS1570](#) - Introduction to Computing for Psychology (3.00)
 - Earned at least 6 credits from the following:
 - [SC/BIOL1000](#) - Biology I - Cells, Molecular Biology and Genetics (3.00)
 - [SC/BIOL1001](#) - Biology II - Evolution, Ecology, Biodiversity and Conservation Biology (3.00)
 - [SC/CHEM1000 Cr=3.00 EN](#) - Chemical Structure (3.00)
 - [SC/CHEM1001](#) - Chemical Dynamics (3.00)
 - [SC/PHYS1410](#) - Physical Science (6.00)

<ul style="list-style-type: none"> ▪ SC/PHYS1411 - Physics Fundamentals 1 (3.00) ▪ SC/PHYS1412 - Physics Fundamentals 2 (3.00) ▪ SC/PHYS1420 - Physics with Applications to Life Sciences (6.00) ▪ SC/PHYS1421 - Physics with Life Science Applications 1 (3.00) ▪ SC/PHYS1422 - Physics with Life Science Applications 2 (3.00) <ul style="list-style-type: none"> ○ Note: SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 ○ Note: SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 ○ Note: SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 	<ul style="list-style-type: none"> ▪ SC/PHYS1411 - Physics Fundamentals 1 (3.00) ▪ SC/PHYS1412 - Physics Fundamentals 2 (3.00) ▪ SC/PHYS1420 - Physics with Applications to Life Sciences (6.00) ▪ SC/PHYS1421 - Physics with Life Science Applications 1 (3.00) ▪ SC/PHYS1422 - Physics with Life Science Applications 2 (3.00) <ul style="list-style-type: none"> ○ Note: SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 ○ Note: SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 ○ Note: SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00
<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH1010 - Foundations of Global Health Studies (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ○ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ○ HH/GH2100 - Chronic Diseases & Care (3.00) ○ HH/GH2200 - Determinants of Health: Local to Global (3.00) ○ HH/GH3000 - Epidemiology and Global Health (3.00) ○ HH/GH3100 - Communicable Diseases and Care (3.00) ○ HH/GH3545 - Promoting Global Health (3.00) ○ HH/GH3740 - Health Care Planning for Communities (3.00) ○ HH/GH4010 - Global Health Ethics (3.00) ○ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ○ HH/GH4200 - Global Health Governance and Leadership (3.00) 	<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH1010 - Foundations of Global Health Studies (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ○ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ○ HH/GH2100 - Chronic Diseases & Care (3.00) ○ HH/GH2200 - Determinants of Health: Local to Global (3.00) ○ HH/GH3000 - Epidemiology and Global Health (3.00) ○ HH/GH3100 - Communicable Diseases and Care (3.00) ○ HH/GH3545 - Promoting Global Health (3.00) ○ HH/GH3740 - Health Care Planning for Communities (3.00) ○ HH/GH4010 - Global Health Ethics (3.00) ○ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ○ HH/GH4200 - Global Health Governance and Leadership (3.00)

- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global Health and the Environment

- Earned at least 21 credits from the following:

- [EU/ENVS2122](#) - Community Arts for Social Change (3.00)
- [EU/ENVS3150](#) - Human Animal Studies (3.00)
- [EU/ENVS3340](#) - Global Environmental Politics (3.00)
- [EU/ENVS3400](#) - Introduction to Climate Change Science and Policy (3.00)
- [EU/ENVS3401](#) - The Science of Pollution: Impacts on the Environment and Human Health (3.00)
- [EU/ENVS3430](#) - Environmental Assessment (3.00)
- [EU/ENVS3450](#) - Environment and Health: Social and Political Dimensions (3.00)
- [EU/ENVS4120](#) - Natural History: Political Ecology Encounters Environmental Education in Costa Rica (3.00)
- [EU/ENVS4215](#) - Globalization and Indigenous Peoples (3.00)
- [EU/ENVS4430](#) - Impact Assessment Process & Practice (3.00)
- [EU/ENVS4440](#) - Environmental Disasters (3.00)
- [EU/ENVS4523](#) - Systems Thinking: How everything is connected to everything else, and what to do about it (3.00)
- [EU/ENVS1210](#) - Cities, Regions and Planning in a Globalizing World (3.00)
- [EU/ENVS1100](#) - The land we're on: Treaties, Art and Environment (3.00)
- [EU/ENVS1300](#) - Environmental Politics and Justice (3.00)
- [EU/ENVS1400](#) - Foundations of Environmental Management: Policy, Resources and Conservation (3.00)

- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global Health and the Environment

- Earned at least 21 credits from the following:

- [EU/ENVS2122](#) - Community Arts for Social Change (3.00)
- [EU/ENVS3150](#) - Human Animal Studies (3.00)
- [EU/ENVS3340](#) - Global Environmental Politics (3.00)
- [EU/ENVS3400](#) - Introduction to Climate Change Science and Policy (3.00)
- [EU/ENVS3401](#) - The Science of Pollution: Impacts on the Environment and Human Health (3.00)
- [EU/ENVS3430](#) - Environmental Assessment (3.00)
- [EU/ENVS3450](#) - Environment and Health: Social and Political Dimensions (3.00)
- [EU/ENVS4120](#) - Natural History: Political Ecology Encounters Environmental Education in Costa Rica (3.00)
- [EU/ENVS4215](#) - Globalization and Indigenous Peoples (3.00)
- [EU/ENVS4430](#) - Impact Assessment Process & Practice (3.00)
- [EU/ENVS4440](#) - Environmental Disasters (3.00)
- [EU/ENVS4523](#) - Systems Thinking: How everything is connected to everything else, and what to do about it (3.00)
- [EU/ENVS1210](#) - Cities, Regions and Planning in a Globalizing World (3.00)
- [EU/ENVS1100](#) - The land we're on: Treaties, Art and Environment (3.00)
- [EU/ENVS1300](#) - Environmental Politics and Justice (3.00)
- [EU/ENVS1400](#) - Foundations of Environmental Management: Policy, Resources and Conservation (3.00)

- [EU/ENVS2125](#) - Popular Education for Environmental and Social Justice (3.00)
- [EU/ENVS2403](#) - Solutions: Sustainability, Justice, Transitions (3.00)
- [EU/ENVS2410](#) - Environmental Governance and Policy: Ideas, Interests and Institutions (3.00)
- [EU/ENVS2510](#) - Economics for the Anthropocene (3.00)
- [EU/ENVS3160](#) - Race/Racism and Environmental Justice (3.00)
- [EU/ENVS3405](#) - Ecosystem Services (3.00)
- [EU/ENVS4122](#) - Arts in Action: Pedagogy, Ethics and Praxis (3.00)
- [EU/ENVS4221](#) - Urban Consulting Practice (3.00)
- [EU/ENVS4225](#) - Designing Sustainable Cities (3.00)
- [EU/ENVS4227](#) - Urban Environmental Risk and Resilience (3.00)
- [EU/ENVS4311](#) - Indigenous Environmental Justice (3.00)
- [EU/ENVS4351](#) - Peasant Studies in the Global South: Peasants, Food, Nature and Wellbeing (3.00)
- [EU/ENVS4800A](#) - Advanced Topics in Environment and Health (3.00)
- [EU/ENVS4800Q](#) - Land and Urban Development (3.00)
- [EU/GEOG2030](#) - The End of the Earth as We Know It: Global Environmental Change (3.00)
- [EU/GEOG2310](#) - Introduction to Refugee and Migration Studies (6.00)
- [EU/GEOG2320](#) - Migration and Displacement (3.00)
- [EU/GEOG3040](#) - Urban Environmental Justice (3.00)
- [EU/GEOG3070 Cr=3.00 EN](#) - Gender, Population, and Migration (3.00)
- [EU/GEOG3380](#) - Urban Social Analysis (3.00)
- [EU/GEOG3400](#) - Urban Geographies of Genders and Sexualities (3.00)

- [EU/ENVS2125](#) - Popular Education for Environmental and Social Justice (3.00)
- [EU/ENVS2403](#) - Solutions: Sustainability, Justice, Transitions (3.00)
- [EU/ENVS2410](#) - Environmental Governance and Policy: Ideas, Interests and Institutions (3.00)
- [EU/ENVS2510](#) - Economics for the Anthropocene (3.00)
- [EU/ENVS3160](#) - Race/Racism and Environmental Justice (3.00)
- [EU/ENVS3405](#) - Ecosystem Services (3.00)
- [EU/ENVS4122](#) - Arts in Action: Pedagogy, Ethics and Praxis (3.00)
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- [EU/ENVS4225](#) - Designing Sustainable Cities (3.00)
- [EU/ENVS4227](#) - Urban Environmental Risk and Resilience (3.00)
- [EU/ENVS4311](#) - Indigenous Environmental Justice (3.00)
- [EU/ENVS4351](#) - Peasant Studies in the Global South: Peasants, Food, Nature and Wellbeing (3.00)
- [EU/ENVS4800A](#) - Advanced Topics in Environment and Health (3.00)
- [EU/ENVS4800Q](#) - Land and Urban Development (3.00)
- [EU/GEOG2030](#) - The End of the Earth as We Know It: Global Environmental Change (3.00)
- [EU/GEOG2310](#) - Introduction to Refugee and Migration Studies (6.00)
- [EU/GEOG2320](#) - Migration and Displacement (3.00)
- [EU/GEOG3040](#) - Urban Environmental Justice (3.00)
- [EU/GEOG3070 Cr=3.00 EN](#) - Gender, Population, and Migration (3.00)
- [EU/GEOG3380](#) - Urban Social Analysis (3.00)
- [EU/GEOG3400](#) - Urban Geographies of Genders and Sexualities (3.00)

<ul style="list-style-type: none"> • EU/GEOG4170 - Geographic Perspectives on Immigration, Ethnicity and Race in Modern Cities (3.00) • HH/GH3200 - Creating Intercultural Safety (3.00) 	<ul style="list-style-type: none"> • EU/GEOG4170 - Geographic Perspectives on Immigration, Ethnicity and Race in Modern Cities (3.00) • HH/GH3200 - Creating Intercultural Safety (3.00) • HH/GH3550 - Global Health Architecture (3.00) • HH/GH4000 Cr=3.00 EN - Independent Study (3.00) • HH/GH 3300 3.00 • HH/GH 4920 3.00
<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> • A minimum of 42 credits must be taken 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. 	<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> • A minimum of 42 credits must be taken 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.
<p>Required Science Credits Outside the Major – Required Credits: 9</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Completed at least 9 credits from the following types of courses: in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from: All courses offered through the Faculty of Science and the Lassonde School of Engineering; All kinesiology and health science courses and all psychology courses • Not taken any of the following: <ul style="list-style-type: none"> ○ HH/KINE2380 - Introduction to Sport Administration (3.00) ○ HH/KINE3240 - Behavioural Approach to Administration of Fitness and Sport (3.00) ○ HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00) ○ HH/KINE3430 - Canadian Culture and Physical Activity (3.00) ○ HH/KINE3440 - Olympic Games: Heroes and Villains at Play (3.00) ○ HH/KINE3490 - Sport Policy and Politics (3.00) 	<p>Required Science Credits Outside the Major – Required Credits: 9</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Completed at least 9 credits from the following types of courses: in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from: All courses offered through the Faculty of Science and the Lassonde School of Engineering; All kinesiology and health science courses and all psychology courses • Not taken any of the following: <ul style="list-style-type: none"> ○ HH/KINE2380 - Introduction to Sport Administration (3.00) ○ HH/KINE3240 - Behavioural Approach to Administration of Fitness and Sport (3.00) ○ HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00) ○ HH/KINE3430 - Canadian Culture and Physical Activity (3.00) ○ HH/KINE3440 - Olympic Games: Heroes and Villains at Play (3.00) ○ HH/KINE3490 - Sport Policy and Politics (3.00)

- [HH/KINE3510](#) - Sport Marketing and Event Management (3.00)
- [HH/KINE3580](#) - Coaching: The Strategy and Tactics of Sport (3.00)
- [HH/KINE3620](#) - Sociology of Sport I (3.00)
- [HH/KINE4340](#) - Sport, "Race" and Popular Culture in Canada (3.00)
- [HH/KINE4370](#) - Body as Light: Meditation Practices (3.00)
- [HH/KINE4375](#) - Body as Weapon: Martial Arts/Combat Training (3.00)
- [HH/KINE4420](#) - Relaxation: Theory and Practice (3.00)
- [HH/KINE4430](#) - Business Skills for Sport and Fitness Professionals (3.00)
- [HH/KINE4480](#) - Sociology of Sport II (3.00)
- [HH/KINE4485](#) - Social Determinants of Physical Activity and Health in Canada (3.00)
- [HH/KINE4490](#) - Philosophical Issues in Kinesiology and Health Science (3.00)
- [HH/KINE4495](#) - Doctors, Trainers and Drugs: The Socio-Cultural Study of Sports and Medicine (3.00)
- [HH/KINE4560](#) - Physical Activity and Children: Pedagogy (3.00)
- [HH/KINE4620](#) - Counselling Skills for Kinesiology and Health Science (3.00)
- [HH/KINE4635](#) - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00)
- [HH/KINE4645](#) - Active Living and Ageing (3.00)
- [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
- [HH/PSYC3350](#) - Cultural Psychology (3.00)
- [HH/PSYC3430](#) - Behaviour in Groups (3.00)
- [HH/PSYC3600](#) - Community Psychology (3.00)
- [HH/PSYC3630](#) - The Psychology of the Family (3.00)
- [HH/PSYC3670](#) - Psychology of Sexual Orientation (3.00)
- [HH/PSYC4891 Cr=6.00 EN](#) - Applied Community/Industry Project (6.00)

- [HH/KINE3510](#) - Sport Marketing and Event Management (3.00)
- [HH/KINE3580](#) - Coaching: The Strategy and Tactics of Sport (3.00)
- [HH/KINE3620](#) - Sociology of Sport I (3.00)
- [HH/KINE4340](#) - Sport, "Race" and Popular Culture in Canada (3.00)
- [HH/KINE4370](#) - Body as Light: Meditation Practices (3.00)
- [HH/KINE4375](#) - Body as Weapon: Martial Arts/Combat Training (3.00)
- [HH/KINE4420](#) - Relaxation: Theory and Practice (3.00)
- [HH/KINE4430](#) - Business Skills for Sport and Fitness Professionals (3.00)
- [HH/KINE4480](#) - Sociology of Sport II (3.00)
- [HH/KINE4485](#) - Social Determinants of Physical Activity and Health in Canada (3.00)
- [HH/KINE4490](#) - Philosophical Issues in Kinesiology and Health Science (3.00)
- [HH/KINE4495](#) - Doctors, Trainers and Drugs: The Socio-Cultural Study of Sports and Medicine (3.00)
- [HH/KINE4560](#) - Physical Activity and Children: Pedagogy (3.00)
- [HH/KINE4620](#) - Counselling Skills for Kinesiology and Health Science (3.00)
- [HH/KINE4635](#) - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00)
- [HH/KINE4645](#) - Active Living and Ageing (3.00)
- [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
- [HH/PSYC3350](#) - Cultural Psychology (3.00)
- [HH/PSYC3430](#) - Behaviour in Groups (3.00)
- [HH/PSYC3600](#) - Community Psychology (3.00)
- [HH/PSYC3630](#) - The Psychology of the Family (3.00)
- [HH/PSYC3670](#) - Psychology of Sexual Orientation (3.00)
- [HH/PSYC4891 Cr=6.00 EN](#) - Applied Community/Industry Project (6.00)

Electives – Required Credits: <u>3</u> <ul style="list-style-type: none"> Completed at least 3 credits from the following types of courses: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits. 	Electives – Required Credits: <u>3</u> <ul style="list-style-type: none"> Completed at least 3 credits from the following types of courses: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.
Grand Total Credit Count – 120	Grand Total Credit Count – 120

Program: Global Health
Degree Program: Bachelor of Arts (Specialized Honours)
Stream: Global Health Policy, Management and Systems
Effective Date: Fall 2023

Current Calendar Copy (Strikethrough items to be removed)	New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)
Admission Requirements	Admission Requirements Future Students For Canadian High School Students or those who have never attended a college or university, please refer to the Future Students Admission Requirements . The Future Students Section includes information for International High School Students, College/University Student, Mature Students, Indigenous Students, Visiting Students and Student returning to York to complete my degree.
Graduation Requirements All graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+).	Graduation Requirements All graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+).
General Education – Required Credits: <u>18</u> Complete all of the following 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"> Complete 1 of the following Completed at least 6 credits from the following types of courses: <ul style="list-style-type: none"> at the 1000 level in approved Faculty of Health general education Earned at least 6 credits from the following course sets: 	General Education – Required Credits: <u>18</u> Complete all of the following 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"> Complete 1 of the following Completed at least 6 credits from the following types of courses: <ul style="list-style-type: none"> at the 1000 level in approved Faculty of Health general education Earned at least 6 credits from the following course sets:

General Education - HH - BA –
Humanities

- [AP/EN 1201 Cr=6.00 EN](#) - The Literary Imagination (6)
- [AP/ESL 1015](#) - Advancing Oral Communication for ESL Students (3)
- [AP/FR 1005 Cr=6.00 EN](#) - Key Aspects of French Culture (6)
- [AP/GER 1790](#) - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9)
- [AP/GER 1791](#) - The Fairy Tale: From Grimm To Disney (6)
- [AP/HIST1095](#) - Streetlife: The Culture and History of European Cities (6)
- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
- [AP/HUMA1190](#) - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9)
- [AP/HUMA1250](#) - Diaspora communities and global cultures: Literature, arts, and imagination (6)
- [AP/HUMA1320](#) - Ideas of America: The Cultures of North America (6)
- [AP/HUMA1420](#) - Introduction to Korean Culture (9)
- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/HUMA1761](#) - Italian Cinema, Literature and Society (9)
- [AP/HUMA1700](#) - Professional Writing: Process and Practice (9)
- [AP/HUMA1780](#) - Stories in Diverse Media (6)
- [AP/HUMA1825](#) - Law and Morality in Literature and Culture (9)
- [AP/HUMA1840](#) - Existence, Freedom and Meaning: The Idea of Human in European Thought (9)
- [AP/HUMA1846](#) - Arts and Culture in South Asia (6)

General Education - HH - BA –
Humanities

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- [AP/ESL 1015](#) - Advancing Oral Communication for ESL Students (3)
- [AP/FR 1005 Cr=6.00 EN](#) - Key Aspects of French Culture (6)
- [AP/GER 1790](#) - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9)
- [AP/GER 1791](#) - The Fairy Tale: From Grimm To Disney (6)
- [AP/HIST1095](#) - Streetlife: The Culture and History of European Cities (6)
- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
- [AP/HUMA1190](#) - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9)
- [AP/HUMA1250](#) - Diaspora communities and global cultures: Literature, arts, and imagination (6)
- [AP/HUMA1320](#) - Ideas of America: The Cultures of North America (6)
- [AP/HUMA1420](#) - Introduction to Korean Culture (9)
- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/HUMA1761](#) - Italian Cinema, Literature and Society (9)
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- [AP/HUMA1825](#) - Law and Morality in Literature and Culture (9)
- [AP/HUMA1840](#) - Existence, Freedom and Meaning: The Idea of Human in European Thought (9)
- [AP/HUMA1846](#) - Arts and Culture in South Asia (6)

- [AP/HUMA1900](#) - Introduction to Traditional and Popular Culture (9)
- [AP/HUMA1905](#) - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9)
- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following
 - Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

 - Earned at least 6 credits from the following course sets:

General Education - HH - BA - Social Science

- [AP/HUMA1900](#) - Introduction to Traditional and Popular Culture (9)
- [AP/HUMA1905](#) - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9)
- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following
 - Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

 - Earned at least 6 credits from the following course sets:

General Education - HH - BA - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)
- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)
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- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)

- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)
- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)
- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

Six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Natural Science

- [SC/NATS1500](#) - Statistics and Reasoning in Modern Society (3)
- [SC/NATS1510](#) - The History of the Environment (3)
- [SC/NATS1512](#) - Environmental Pollution (3)

- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)
- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)
- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

Six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Natural Science

- [SC/NATS1500](#) - Statistics and Reasoning in Modern Society (3)
- [SC/NATS1510](#) - The History of the Environment (3)
- [SC/NATS1512](#) - Environmental Pollution (3)

- [SC/NATS1515](#) - Atmospheric Pollution (3)
- [SC/NATS1516](#) - Water Pollution (3)
- [SC/NATS1525](#) - Extraterrestrial Life: A Modern Discussion to include Historical, Religious and Cultural Aspects (3)
- [SC/NATS1530](#) - Science of Space Flight and Exploration (3)
- [SC/NATS1540](#) - Theories of Dinosaur Extinction (3)
- [SC/NATS1550](#) - Science of Animal Migration (3)
- [SC/NATS1560](#) - Understanding Food (3)
- [SC/NATS1570](#) - Exploring the Solar System (3)
- [SC/NATS1575](#) - Forensic Science - An Introduction (3)
- [SC/NATS1580](#) - Sun, Space Weather and Life on Earth (3)
- [SC/NATS1585](#) - Astronomy: Exploring the Universe (3)
- [SC/NATS1590](#) - The Mathematics of Politics (3)
- [SC/NATS1595](#) - The Mathematics of Biology (3)
- [SC/NATS1610](#) - The Living Body (6)
- [SC/NATS1650](#) - Human Anatomy for the Fine Arts (6)
- [SC/NATS1660](#) - The Biology of Sex (6)
- [SC/NATS1670](#) - Concepts in Human Health and Disease (6)
- [SC/NATS1675](#) - Human Development (6)
- [SC/NATS1690](#) - Evolution (6)
- [SC/NATS1700](#) - Computers, Information and Society (6)
- [SC/NATS1720](#) - Light and Sound (6)
- [SC/NATS1740](#) - Astronomy (6)
- [SC/NATS1745](#) - History of Astronomy (6)
- [SC/NATS1750](#) - The Earth and Its Atmosphere (6)
- [SC/NATS1760](#) - Science, Technology and Society (6)
- [SC/NATS1765](#) - Science, Experts and Citizens (6)
- [SC/NATS1775](#) - Technology and Civilization (6)
- [SC/NATS1780](#) - Weather and Climate (6)
- [SC/NATS1795](#) - The Nature of Time (6)
- [SC/NATS1810](#) - Energy (6)
- [SC/NATS1830](#) - Mysteries of Everyday Materials (6)

- [SC/NATS1515](#) - Atmospheric Pollution (3)
- [SC/NATS1516](#) - Water Pollution (3)
- [SC/NATS1525](#) - Extraterrestrial Life: A Modern Discussion to include Historical, Religious and Cultural Aspects (3)
- [SC/NATS1530](#) - Science of Space Flight and Exploration (3)
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- [SC/NATS1610](#) - The Living Body (6)
- [SC/NATS1650](#) - Human Anatomy for the Fine Arts (6)
- [SC/NATS1660](#) - The Biology of Sex (6)
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- [SC/NATS1760](#) - Science, Technology and Society (6)
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- [SC/NATS1795](#) - The Nature of Time (6)
- [SC/NATS1810](#) - Energy (6)
- [SC/NATS1830](#) - Mysteries of Everyday Materials (6)
- [SC/NATS1840](#) - Science, Technology and the Environment (6)

- [SC/NATS1840](#) - Science, Technology and the Environment (6)
- [SC/NATS1850](#) - Science and Pseudoscience (6)
- [SC/NATS1870](#) - Understanding Colour (6)
- [SC/NATS1880](#) - Life Beyond Earth (6)
- [SC/NATS1920](#) - The Nature and Growth of Ideas in Mathematics (6)
- [SC/NATS1940](#) - Biodiversity and Conservation (6)
- [SC/NATS1945](#) - Physics and Technology for Future World Leaders (6)

- Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.
- Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives.
- Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.
- Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
- 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:

- [SC/NATS1850](#) - Science and Pseudoscience (6)
- [SC/NATS1870](#) - Understanding Colour (6)
- [SC/NATS1880](#) - Life Beyond Earth (6)
- [SC/NATS1920](#) - The Nature and Growth of Ideas in Mathematics (6)
- [SC/NATS1940](#) - Biodiversity and Conservation (6)
- [SC/NATS1945](#) - Physics and Technology for Future World Leaders (6)

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- 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>yorku.ca/health/general-education-approvedhhcourses/</p>	
<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ◦ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ◦ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ◦ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ◦ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ◦ HH/GH2100 - Chronic Diseases & Care (3.00) ◦ HH/GH2200 - Determinants of Health: Local to Global (3.00) ◦ HH/GH3000 - Epidemiology and Global Health (3.00) ◦ HH/GH3100 - Communicable Diseases and Care (3.00) ◦ HH/GH3545 - Promoting Global Health (3.00) ◦ HH/GH3740 - Health Care Planning for Communities (3.00) ◦ HH/GH4010 - Global Health Ethics (3.00) ◦ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ◦ HH/GH4200 - Global Health Governance and Leadership (3.00) ◦ HH/GH4300 - Global Health Practicum (9.00) ◦ HH/GH4400 - Applied Global Health Research Capstone (3.00) ◦ HH/GH4510 - Global Health and Human Rights (3.00) ◦ HH/GH1010 - Foundations of Global Health Studies (3.00) <p>Global Health Policy, Management and Systems</p> <ul style="list-style-type: none"> • Earned at least 21 credits from the following: <ul style="list-style-type: none"> • AP/ECON1000 - Introduction to Microeconomics (3.00) 	<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ◦ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ◦ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ◦ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ◦ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ◦ HH/GH2100 - Chronic Diseases & Care (3.00) ◦ HH/GH2200 - Determinants of Health: Local to Global (3.00) ◦ HH/GH3000 - Epidemiology and Global Health (3.00) ◦ HH/GH3100 - Communicable Diseases and Care (3.00) ◦ HH/GH3545 - Promoting Global Health (3.00) ◦ HH/GH3740 - Health Care Planning for Communities (3.00) ◦ HH/GH4010 - Global Health Ethics (3.00) ◦ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ◦ HH/GH4200 - Global Health Governance and Leadership (3.00) ◦ HH/GH4300 - Global Health Practicum (9.00) ◦ HH/GH4400 - Applied Global Health Research Capstone (3.00) ◦ HH/GH4510 - Global Health and Human Rights (3.00) ◦ HH/GH1010 - Foundations of Global Health Studies (3.00) <p>Global Health Policy, Management and Systems</p> <ul style="list-style-type: none"> • Earned at least 21 credits from the following: <ul style="list-style-type: none"> • AP/ECON1000 - Introduction to Microeconomics (3.00)

- [HH/HLST2030](#) - Health Management 1: Essentials of Health Care Management (3.00)
- [HH/HLST3015](#) - Pharmaceutical Politics and Policy (3.00)
- [HH/HLST3060](#) - Introduction to Health Care System Dynamics (3.00)
- [HH/HLST3400](#) - Healthcare Quality Improvement and Patient Safety (3.00)
- [HH/HLST3450](#) - Financing and Resources for Global Health (3.00)
- [HH/HLST3510](#) - Poverty and Health in Canada: Current Evidence and Policy Responses (3.00)
- [HH/HLST3540](#) - International Agencies in Health Care: The World Bank Versus the World Health Organization (WHO) (3.00)
- [HH/HLST4110](#) - Comparative Health Policy (3.00)
- [HH/HLST4130](#) - Public Policy and Disabilities (3.00)
- [HH/HLST4210](#) - Health Care Leadership (3.00)
- [HH/HLST4250](#) - Measuring Health System Performance/Effectiveness (3.00)
- [HH/HLST4520](#) - Contemporary Migration and Health (3.00)
- [HH/HLST3120](#) - Health Policy II: Analyzing Processes of Power and Politics (3.00)
- [HH/GH3550](#) - Global Health Architecture (3.00)
- [HH/GH3200](#) - Creating Intercultural Safety (3.00)

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

- [HH/HLST2030](#) - Health Management 1: Essentials of Health Care Management (3.00)
- [HH/HLST3015](#) - Pharmaceutical Politics and Policy (3.00)
- [HH/HLST3060](#) - Introduction to Health Care System Dynamics (3.00)
- [HH/HLST3400](#) - Healthcare Quality Improvement and Patient Safety (3.00)
- [HH/HLST3450](#) - Financing and Resources for Global Health (3.00)
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- [HH/HLST4130](#) - Public Policy and Disabilities (3.00)
- [HH/HLST4210](#) - Health Care Leadership (3.00)
- [HH/HLST4250](#) - Measuring Health System Performance/Effectiveness (3.00)
- [HH/HLST4520](#) - Contemporary Migration and Health (3.00)
- [HH/HLST3120](#) - Health Policy II: Analyzing Processes of Power and Politics (3.00)
- [HH/GH3550](#) - Global Health Architecture (3.00)
- [HH/GH3200](#) - Creating Intercultural Safety (3.00)

- [HH/GH3550 - Global Health Architecture \(3.00\)](#)

- [HH/GH4000 Cr=3.00 EN - Independent Study \(3.00\)](#)

- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/GH 4500 3.00](#)

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

Upper-Level Requirement Required Credits: <u>36</u> <ul style="list-style-type: none"> A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level. 	Upper-Level Requirement <ul style="list-style-type: none"> A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.
Outside the Major – Required Credits: <u>21</u> <ul style="list-style-type: none"> Completed at least 21 credits from the following types of courses: <p>outside the major. Credits outside the major may be used to fulfil upper-level credits.</p>	Outside the Major – Required Credits: <u>21</u> <ul style="list-style-type: none"> Completed at least 21 credits from the following types of courses: <p>outside the major. Credits outside the major may be used to fulfil upper-level credits.</p>
Grand Total Credit Count – 120	Grand Total Credit Count – 120

Program: Global Health
Degree Program: Bachelor of Science (Specialized Honours)
Stream: Global Health Policy, Management, and Systems
Effective Date: Fall 2023

Current Calendar Copy (Strikethrough items to be removed)	New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)
<p>Graduation Requirements</p> <p>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>Graduation Requirements</p> <p>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 – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> • Complete 1 of the following • Completed at least 6 credits from the following types of courses: <ul style="list-style-type: none"> at the 1000 level in approved Faculty of Health general education • Earned at least 6 credits from the following course sets: <ul style="list-style-type: none"> General Education - HH - BSC – Humanities • AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) • AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) • AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) • AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) • AP/HIST1095 - Streetlife: The Culture and History of European Cities (6) 	<p>General Education – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> • Complete 1 of the following • Completed at least 6 credits from the following types of courses: <ul style="list-style-type: none"> at the 1000 level in approved Faculty of Health general education • Earned at least 6 credits from the following course sets: <ul style="list-style-type: none"> General Education - HH - BSC – Humanities • AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) • AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) • AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) • AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) • AP/HIST1095 - Streetlife: The Culture and History of European Cities (6)

- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
- [AP/HUMA1190](#) - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9)
- [AP/HUMA1250](#) - Diaspora communities and global cultures: Literature, arts, and imagination (6)
- [AP/HUMA1320](#) - Ideas of America: The Cultures of North America (6)
- [AP/HUMA1420](#) - Introduction to Korean Culture (9)
- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/HUMA1761](#) - Italian Cinema, Literature and Society (9)
- [AP/HUMA1770](#) - One World: Historical and Cultural Perspectives of Globalization (6)
- [AP/HUMA1780](#) - Stories in Diverse Media (6)
- [AP/HUMA1825](#) - Law and Morality in Literature and Culture (9)
- [AP/HUMA1840](#) - Existence, Freedom and Meaning: The Idea of Human in European Thought (9)
- [AP/HUMA1846](#) - Arts and Culture in South Asia (6)
- [AP/HUMA1900](#) - Introduction to Traditional and Popular Culture (9)
- [AP/HUMA1905](#) - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9)
- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)

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- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following

- Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BSC - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
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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

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General Education - HH - BSC - Social Science

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- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)
- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)
- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
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- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
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- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

- Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.
- Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives.
- Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.
- Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
- 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

- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

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courses, please visit:
yorku.ca/health/general-education-approvedhhcourses/

courses, please visit:
yorku.ca/health/general-education-approvedhhcourses/

Basic Science Requirement – Required Credits:

15

- Complete all of the following
 - Earned at least 6 credits from the following:
 - [SC/MATH1013](#) - Applied Calculus I (3.00)
 - [SC/MATH1014](#) - Applied Calculus II (3.00)
 - [SC/MATH1025](#) - Applied Linear Algebra (3.00)
 - [SC/MATH1506](#) - Mathematics I for the Biological and Health Sciences (3.00)
 - [SC/MATH1507](#) - Mathematics II for the Biological and Health Sciences (3.00)
 - Note: SC/MATH 1506 3.00 and SC/MATH 1507 3.00
 - Earned at least 3 credits from the following:
 - [LE/EECS1520](#) - Computer Use: Fundamentals (3.00)
 - [LE/EECS1540](#) - Computer Use for the Natural Sciences (3.00)
 - [LE/EECS1570](#) - Introduction to Computing for Psychology (3.00)
 - Earned at least 6 credits from the following:
 - [SC/BIOL1000](#) - Biology I - Cells, Molecular Biology and Genetics (3.00)
 - [SC/BIOL1001](#) - Biology II - Evolution, Ecology, Biodiversity and Conservation Biology (3.00)
 - [SC/CHEM1000 Cr=3.00 EN](#) - Chemical Structure (3.00)
 - [SC/CHEM1001](#) - Chemical Dynamics (3.00)
 - [SC/PHYS1410](#) - Physical Science (6.00)

Basic Science Requirement – Required Credits:

15

- Complete all of the following
 - Earned at least 6 credits from the following:
 - [SC/MATH1013](#) - Applied Calculus I (3.00)
 - [SC/MATH1014](#) - Applied Calculus II (3.00)
 - [SC/MATH1025](#) - Applied Linear Algebra (3.00)
 - [SC/MATH1506](#) - Mathematics I for the Biological and Health Sciences (3.00)
 - [SC/MATH1507](#) - Mathematics II for the Biological and Health Sciences (3.00)
 - Note: SC/MATH 1506 3.00 and SC/MATH 1507 3.00
 - Earned at least 3 credits from the following:
 - [LE/EECS1520](#) - Computer Use: Fundamentals (3.00)
 - [LE/EECS1540](#) - Computer Use for the Natural Sciences (3.00)
 - [LE/EECS1570](#) - Introduction to Computing for Psychology (3.00)
 - Earned at least 6 credits from the following:
 - [SC/BIOL1000](#) - Biology I - Cells, Molecular Biology and Genetics (3.00)
 - [SC/BIOL1001](#) - Biology II - Evolution, Ecology, Biodiversity and Conservation Biology (3.00)
 - [SC/CHEM1000 Cr=3.00 EN](#) - Chemical Structure (3.00)
 - [SC/CHEM1001](#) - Chemical Dynamics (3.00)
 - [SC/PHYS1410](#) - Physical Science (6.00)

<ul style="list-style-type: none"> ▪ SC/PHYS1411 - Physics Fundamentals 1 (3.00) ▪ SC/PHYS1412 - Physics Fundamentals 2 (3.00) ▪ SC/PHYS1420 - Physics with Applications to Life Sciences (6.00) ▪ SC/PHYS1421 - Physics with Life Science Applications 1 (3.00) ▪ SC/PHYS1422 - Physics with Life Science Applications 2 (3.00) <ul style="list-style-type: none"> ○ Note: SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 ○ Note: SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 ○ Note: SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 	<ul style="list-style-type: none"> ▪ SC/PHYS1411 - Physics Fundamentals 1 (3.00) ▪ SC/PHYS1412 - Physics Fundamentals 2 (3.00) ▪ SC/PHYS1420 - Physics with Applications to Life Sciences (6.00) ▪ SC/PHYS1421 - Physics with Life Science Applications 1 (3.00) ▪ SC/PHYS1422 - Physics with Life Science Applications 2 (3.00) <ul style="list-style-type: none"> ○ Note: SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 ○ Note: SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 ○ Note: SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00
<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH1010 - Foundations of Global Health Studies (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ○ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ○ HH/GH2100 - Chronic Diseases & Care (3.00) ○ HH/GH2200 - Determinants of Health: Local to Global (3.00) ○ HH/GH3000 - Epidemiology and Global Health (3.00) ○ HH/GH3100 - Communicable Diseases and Care (3.00) ○ HH/GH3545 - Promoting Global Health (3.00) ○ HH/GH3740 - Health Care Planning for Communities (3.00) ○ HH/GH4010 - Global Health Ethics (3.00) ○ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ○ HH/GH4200 - Global Health Governance and Leadership (3.00) 	<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH1010 - Foundations of Global Health Studies (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ○ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ○ HH/GH2100 - Chronic Diseases & Care (3.00) ○ HH/GH2200 - Determinants of Health: Local to Global (3.00) ○ HH/GH3000 - Epidemiology and Global Health (3.00) ○ HH/GH3100 - Communicable Diseases and Care (3.00) ○ HH/GH3545 - Promoting Global Health (3.00) ○ HH/GH3740 - Health Care Planning for Communities (3.00) ○ HH/GH4010 - Global Health Ethics (3.00) ○ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ○ HH/GH4200 - Global Health Governance and Leadership (3.00)

- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global Health Policy, Management and Systems

- Earned at least 21 credits from the following:

- [AP/ECON1000](#) - Introduction to Microeconomics (3.00)
- [HH/HLST2030](#) - Health Management 1: Essentials of Health Care Management (3.00)
- [HH/HLST3015](#) - Pharmaceutical Politics and Policy (3.00)
- [HH/HLST3060](#) - Introduction to Health Care System Dynamics (3.00)
- [HH/HLST3120](#) - Health Policy II: Analyzing Processes of Power and Politics (3.00)
- [HH/HLST3400](#) - Healthcare Quality Improvement and Patient Safety (3.00)
- [HH/HLST3450](#) - Financing and Resources for Global Health (3.00)
- [HH/HLST3510](#) - Poverty and Health in Canada: Current Evidence and Policy Responses (3.00)
- [HH/HLST3540](#) - International Agencies in Health Care: The World Bank Versus the World Health Organization (WHO) (3.00)
- [HH/HLST4130](#) - Public Policy and Disabilities (3.00)
- [HH/HLST4210](#) - Health Care Leadership (3.00)
- [HH/HLST4110](#) - Comparative Health Policy (3.00)
- [HH/HLST4250](#) - Measuring Health System Performance/Effectiveness (3.00)
- [HH/HLST4520](#) - Contemporary Migration and Health (3.00)
- [HH/GH3550](#) - Global Health Architecture (3.00)

- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global Health Policy, Management and Systems

- Earned at least 21 credits from the following:

- [AP/ECON1000](#) - Introduction to Microeconomics (3.00)
- [HH/HLST2030](#) - Health Management 1: Essentials of Health Care Management (3.00)
- [HH/HLST3015](#) - Pharmaceutical Politics and Policy (3.00)
- [HH/HLST3060](#) - Introduction to Health Care System Dynamics (3.00)
- [HH/HLST3120](#) - Health Policy II: Analyzing Processes of Power and Politics (3.00)
- [HH/HLST3400](#) - Healthcare Quality Improvement and Patient Safety (3.00)
- [HH/HLST3450](#) - Financing and Resources for Global Health (3.00)
- [HH/HLST3510](#) - Poverty and Health in Canada: Current Evidence and Policy Responses (3.00)
- [HH/HLST3540](#) - International Agencies in Health Care: The World Bank Versus the World Health Organization (WHO) (3.00)
- [HH/HLST4130](#) - Public Policy and Disabilities (3.00)
- [HH/HLST4210](#) - Health Care Leadership (3.00)
- [HH/HLST4110](#) - Comparative Health Policy (3.00)
- [HH/HLST4250](#) - Measuring Health System Performance/Effectiveness (3.00)
- [HH/HLST4520](#) - Contemporary Migration and Health (3.00)
- [HH/GH3550](#) - Global Health Architecture (3.00)
- [HH/GH3200](#) - Creating Intercultural Safety (3.00)

<ul style="list-style-type: none"> • HH/GH3200 - Creating Intercultural Safety (3.00) 	<ul style="list-style-type: none"> • HH/GH3550 - Global Health Architecture (3.00) • HH/GH4000 Cr=3.00 EN - Independent Study (3.00) • HH/GH 4500 3.00 • HH/GH 4910 3.00 • HH/GH 4920 3.00
<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> • A minimum of 42 credits must be taken 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. 	<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> • A minimum of 42 credits must be taken 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.
<p>Required Science Credits Outside the Major – Required Credits: 9</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Completed at least 9 credits from the following types of courses: in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from: All courses offered through the Faculty of Science and the Lassonde School of Engineering; All kinesiology and health science courses and all psychology courses • Not taken any of the following: <ul style="list-style-type: none"> ○ HH/KINE2380 - Introduction to Sport Administration (3.00) ○ HH/KINE3240 - Behavioural Approach to Administration of Fitness and Sport (3.00) ○ HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00) ○ HH/KINE3430 - Canadian Culture and Physical Activity (3.00) ○ HH/KINE3440 - Olympic Games: Heroes and Villains at Play (3.00) ○ HH/KINE3490 - Sport Policy and Politics (3.00) ○ HH/KINE3510 - Sport Marketing and Event Management (3.00) ○ HH/KINE3580 - Coaching: The Strategy and Tactics of Sport (3.00) ○ HH/KINE3620 - Sociology of Sport I (3.00) ○ HH/KINE4340 - Sport, "Race" and Popular Culture in Canada (3.00) 	<p>Required Science Credits Outside the Major – Required Credits: 9</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Completed at least 9 credits from the following types of courses: in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from: All courses offered through the Faculty of Science and the Lassonde School of Engineering; All kinesiology and health science courses and all psychology courses • Not taken any of the following: <ul style="list-style-type: none"> ○ HH/KINE2380 - Introduction to Sport Administration (3.00) ○ HH/KINE3240 - Behavioural Approach to Administration of Fitness and Sport (3.00) ○ HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00) ○ HH/KINE3430 - Canadian Culture and Physical Activity (3.00) ○ HH/KINE3440 - Olympic Games: Heroes and Villains at Play (3.00) ○ HH/KINE3490 - Sport Policy and Politics (3.00) ○ HH/KINE3510 - Sport Marketing and Event Management (3.00) ○ HH/KINE3580 - Coaching: The Strategy and Tactics of Sport (3.00) ○ HH/KINE3620 - Sociology of Sport I (3.00) ○ HH/KINE4340 - Sport, "Race" and Popular Culture in Canada (3.00)

<ul style="list-style-type: none"> o HH/KINE4370 - Body as Light: Meditation Practices (3.00) o HH/KINE4375 - Body as Weapon: Martial Arts/Combat Training (3.00) o HH/KINE4420 - Relaxation: Theory and Practice (3.00) o HH/KINE4430 - Business Skills for Sport and Fitness Professionals (3.00) o HH/KINE4480 - Sociology of Sport II (3.00) o HH/KINE4485 - Social Determinants of Physical Activity and Health in Canada (3.00) o HH/KINE4490 - Philosophical Issues in Kinesiology and Health Science (3.00) o HH/KINE4495 - Doctors, Trainers and Drugs: The Socio-Cultural Study of Sports and Medicine (3.00) o HH/KINE4560 - Physical Activity and Children: Pedagogy (3.00) o HH/KINE4620 - Counselling Skills for Kinesiology and Health Science (3.00) o HH/KINE4635 - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00) o HH/KINE4645 - Active Living and Ageing (3.00) o HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00) o HH/PSYC3350 - Cultural Psychology (3.00) o HH/PSYC3430 - Behaviour in Groups (3.00) o HH/PSYC3600 - Community Psychology (3.00) o HH/PSYC3630 - The Psychology of the Family (3.00) o HH/PSYC3670 - Psychology of Sexual Orientation (3.00) o HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00) 	<ul style="list-style-type: none"> o HH/KINE4370 - Body as Light: Meditation Practices (3.00) o HH/KINE4375 - Body as Weapon: Martial Arts/Combat Training (3.00) o HH/KINE4420 - Relaxation: Theory and Practice (3.00) o HH/KINE4430 - Business Skills for Sport and Fitness Professionals (3.00) o HH/KINE4480 - Sociology of Sport II (3.00) o HH/KINE4485 - Social Determinants of Physical Activity and Health in Canada (3.00) o HH/KINE4490 - Philosophical Issues in Kinesiology and Health Science (3.00) o HH/KINE4495 - Doctors, Trainers and Drugs: The Socio-Cultural Study of Sports and Medicine (3.00) o HH/KINE4560 - Physical Activity and Children: Pedagogy (3.00) o HH/KINE4620 - Counselling Skills for Kinesiology and Health Science (3.00) o HH/KINE4635 - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00) o HH/KINE4645 - Active Living and Ageing (3.00) o HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00) o HH/PSYC3350 - Cultural Psychology (3.00) o HH/PSYC3430 - Behaviour in Groups (3.00) o HH/PSYC3600 - Community Psychology (3.00) o HH/PSYC3630 - The Psychology of the Family (3.00) o HH/PSYC3670 - Psychology of Sexual Orientation (3.00) o HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00)
<p>Electives – Required Credits: <u>3</u></p> <ul style="list-style-type: none"> • Completed at least 3 credits from the following types of courses: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits. 	<p>Electives – Required Credits: <u>3</u></p> <ul style="list-style-type: none"> • Completed at least 3 credits from the following types of courses: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.

Grand Total Credit Count – 120	Grand Total Credit Count – 120

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Program: Global Health Degree Program: Bachelor of Arts (Specialized Honours) Stream: Health Promotion and Disease Prevention Effective Date: Fall 2023	
Current Calendar Copy (Strikethrough items to be removed)	New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)
<p>Graduation Requirements</p> <p>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>Graduation Requirements</p> <p>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 – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> Complete 1 of the following Completed at least 6 credits from the following types of courses: <p>at the 1000 level in approved Faculty of Health general education</p> Earned at least 6 credits from the following course sets: <p>General Education - HH - BA – Humanities</p> AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) AP/FR 1005 Cr=6.00 EN - Key Aspects of French Culture (6) AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) AP/HIST1095 - Streetlife: The Culture and History of European Cities (6) 	<p>General Education – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> Complete 1 of the following Completed at least 6 credits from the following types of courses: <p>at the 1000 level in approved Faculty of Health general education</p> Earned at least 6 credits from the following course sets: <p>General Education - HH - BA – Humanities</p> AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) AP/FR 1005 Cr=6.00 EN - Key Aspects of French Culture (6) AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) AP/HIST1095 - Streetlife: The Culture and History of European Cities (6)

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| <ul style="list-style-type: none"> • AP/HUMA1100 - Worlds of Ancient Greece and Rome (9) • AP/HUMA1106 - Egypt in the Greek and Roman Mediterranean (9) • AP/HUMA1170 - The Modern Age: Shapers and Definers (9) • AP/HUMA1190 - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9) • AP/HUMA1250 - Diaspora communities and global cultures: Literature, arts, and imagination (6) • AP/HUMA1320 - Ideas of America: The Cultures of North America (6) • AP/HUMA1420 - Introduction to Korean Culture (9) • AP/HUMA1720 - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6) • AP/HUMA1740 - The Roots of Modern Canada (6) • AP/HUMA1751 Cr=6.00 EN - Italian Culture: The Great Ideas and the Masterworks (6) • AP/HUMA1761 - Italian Cinema, Literature and Society (9) • AP/HUMA1700 - Professional Writing: Process and Practice (9) • AP/HUMA1780 - Stories in Diverse Media (6) • AP/HUMA1825 - Law and Morality in Literature and Culture (9) • AP/HUMA1840 - Existence, Freedom and Meaning: The Idea of Human in European Thought (9) • AP/HUMA1846 - Arts and Culture in South Asia (6) • AP/HUMA1900 - Introduction to Traditional and Popular Culture (9) • AP/HUMA1905 - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9) • AP/HUMA1910 - Science and the Humanities: Nature and Human Nature (9) • AP/HUMA1950 Cr=6.00 EN - Concepts of Male and Female in the West (6) • AP/IT 1751 Cr=6.00 EN - Italian Culture: The Great Ideas and the Masterworks (6) • AP/IT 1761 - Italian Cinema, Literature and Society (9) • AP/MODR1730 - Modes of Reasoning: Reasoning About Social Issues (6) | <ul style="list-style-type: none"> • AP/HUMA1100 - Worlds of Ancient Greece and Rome (9) • AP/HUMA1106 - Egypt in the Greek and Roman Mediterranean (9) • AP/HUMA1170 - The Modern Age: Shapers and Definers (9) • AP/HUMA1190 - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9) • AP/HUMA1250 - Diaspora communities and global cultures: Literature, arts, and imagination (6) • AP/HUMA1320 - Ideas of America: The Cultures of North America (6) • AP/HUMA1420 - Introduction to Korean Culture (9) • AP/HUMA1720 - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6) • AP/HUMA1740 - The Roots of Modern Canada (6) • AP/HUMA1751 Cr=6.00 EN - Italian Culture: The Great Ideas and the Masterworks (6) • AP/HUMA1761 - Italian Cinema, Literature and Society (9) • AP/HUMA1700 - Professional Writing: Process and Practice (9) • AP/HUMA1780 - Stories in Diverse Media (6) • AP/HUMA1825 - Law and Morality in Literature and Culture (9) • AP/HUMA1840 - Existence, Freedom and Meaning: The Idea of Human in European Thought (9) • AP/HUMA1846 - Arts and Culture in South Asia (6) • AP/HUMA1900 - Introduction to Traditional and Popular Culture (9) • AP/HUMA1905 - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9) • AP/HUMA1910 - Science and the Humanities: Nature and Human Nature (9) • AP/HUMA1950 Cr=6.00 EN - Concepts of Male and Female in the West (6) • AP/IT 1751 Cr=6.00 EN - Italian Culture: The Great Ideas and the Masterworks (6) • AP/IT 1761 - Italian Cinema, Literature and Society (9) • AP/MODR1730 - Modes of Reasoning: Reasoning About Social Issues (6) |
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- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following

- Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)
- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)
- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
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- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
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- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
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- [AP/SOSC1880](#) - Social Change in Canada (6)

- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
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- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

Six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Natural Science

- [SC/NATS1500](#) - Statistics and Reasoning in Modern Society (3)
- [SC/NATS1510](#) - The History of the Environment (3)
- [SC/NATS1512](#) - Environmental Pollution (3)
- [SC/NATS1515](#) - Atmospheric Pollution (3)
- [SC/NATS1516](#) - Water Pollution (3)
- [SC/NATS1525](#) - Extraterrestrial Life: A Modern Discussion to include Historical, Religious and Cultural Aspects (3)
- [SC/NATS1530](#) - Science of Space Flight and Exploration (3)
- [SC/NATS1540](#) - Theories of Dinosaur Extinction (3)
- [SC/NATS1550](#) - Science of Animal Migration (3)
- [SC/NATS1560](#) - Understanding Food (3)
- [SC/NATS1570](#) - Exploring the Solar System (3)
- [SC/NATS1575](#) - Forensic Science - An Introduction (3)
- [SC/NATS1580](#) - Sun, Space Weather and Life on Earth (3)
- [SC/NATS1585](#) - Astronomy: Exploring the Universe (3)
- [SC/NATS1590](#) - The Mathematics of Politics (3)

- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
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Six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Natural Science

- [SC/NATS1500](#) - Statistics and Reasoning in Modern Society (3)
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- [SC/NATS1512](#) - Environmental Pollution (3)
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- [SC/NATS1560](#) - Understanding Food (3)
- [SC/NATS1570](#) - Exploring the Solar System (3)
- [SC/NATS1575](#) - Forensic Science - An Introduction (3)
- [SC/NATS1580](#) - Sun, Space Weather and Life on Earth (3)
- [SC/NATS1585](#) - Astronomy: Exploring the Universe (3)
- [SC/NATS1590](#) - The Mathematics of Politics (3)

- [SC/NATS1595](#) - The Mathematics of Biology (3)
- [SC/NATS1610](#) - The Living Body (6)
- [SC/NATS1650](#) - Human Anatomy for the Fine Arts (6)
- [SC/NATS1660](#) - The Biology of Sex (6)
- [SC/NATS1670](#) - Concepts in Human Health and Disease (6)
- [SC/NATS1675](#) - Human Development (6)
- [SC/NATS1690](#) - Evolution (6)
- [SC/NATS1700](#) - Computers, Information and Society (6)
- [SC/NATS1720](#) - Light and Sound (6)
- [SC/NATS1740](#) - Astronomy (6)
- [SC/NATS1745](#) - History of Astronomy (6)
- [SC/NATS1750](#) - The Earth and Its Atmosphere (6)
- [SC/NATS1760](#) - Science, Technology and Society (6)
- [SC/NATS1765](#) - Science, Experts and Citizens (6)
- [SC/NATS1775](#) - Technology and Civilization (6)
- [SC/NATS1780](#) - Weather and Climate (6)
- [SC/NATS1795](#) - The Nature of Time (6)
- [SC/NATS1810](#) - Energy (6)
- [SC/NATS1830](#) - Mysteries of Everyday Materials (6)
- [SC/NATS1840](#) - Science, Technology and the Environment (6)
- [SC/NATS1850](#) - Science and Pseudoscience (6)
- [SC/NATS1870](#) - Understanding Colour (6)
- [SC/NATS1880](#) - Life Beyond Earth (6)
- [SC/NATS1920](#) - The Nature and Growth of Ideas in Mathematics (6)
- [SC/NATS1940](#) - Biodiversity and Conservation (6)
- [SC/NATS1945](#) - Physics and Technology for Future World Leaders (6)

- Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.
- Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives.
- Note 3: general education requirements are satisfied by taking natural science

- [SC/NATS1595](#) - The Mathematics of Biology (3)
- [SC/NATS1610](#) - The Living Body (6)
- [SC/NATS1650](#) - Human Anatomy for the Fine Arts (6)
- [SC/NATS1660](#) - The Biology of Sex (6)
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<p>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> <ul style="list-style-type: none"> • Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ • 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>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> <ul style="list-style-type: none"> • Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ • 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>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ◦ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ◦ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ◦ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ◦ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ◦ HH/GH2100 - Chronic Diseases & Care (3.00) ◦ HH/GH2200 - Determinants of Health: Local to Global (3.00) ◦ HH/GH3000 - Epidemiology and Global Health (3.00) ◦ HH/GH3100 - Communicable Diseases and Care (3.00) 	<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ◦ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ◦ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ◦ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ◦ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ◦ HH/GH2100 - Chronic Diseases & Care (3.00) ◦ HH/GH2200 - Determinants of Health: Local to Global (3.00) ◦ HH/GH3000 - Epidemiology and Global Health (3.00) ◦ HH/GH3100 - Communicable Diseases and Care (3.00)

- [HH/GH3545](#) - Promoting Global Health (3.00)
- [HH/GH3740](#) - Health Care Planning for Communities (3.00)
- [HH/GH4010](#) - Global Health Ethics (3.00)
- [HH/GH4100](#) - Policy and Program Evaluation in Global Health (3.00)
- [HH/GH4200](#) - Global Health Governance and Leadership (3.00)
- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)
- [HH/GH1010](#) - Foundations of Global Health Studies (3.00)

Global Health Promotion and Disease Prevention

- Complete all of the following
 - Earned at least 21 credits from the following:
 - [HH/HLST3520](#) - Aging: Comparative Perspectives (3.00)
 - [HH/IHST4005](#) - Healthy Aging: Current Trends and Issues (6.00)
 - [HH/KINE3100](#) - Health Psychology and Kinesiology (3.00)
 - [HH/KINE3340](#) - Growth, Maturation and Physical Activity (3.00)
 - [HH/KINE3350](#) - Physical Activity, Health and Aging (3.00)
 - [HH/KINE3645](#) - Physical Activity and Health Promotion (3.00)
 - [HH/KINE4010](#) - Exercise Physiology (3.00)
 - [HH/KINE4020](#) - Human Nutrition (3.00)
 - [HH/KINE4140](#) - Nutrition and Human Diseases (3.00)
 - [HH/KINE4150](#) - Nutrition in the Lifecycle (3.00)
 - [HH/KINE4340](#) - Sport, "Race" and Popular Culture in Canada (3.00)

- [HH/GH3545](#) - Promoting Global Health (3.00)
- [HH/GH3740](#) - Health Care Planning for Communities (3.00)
- [HH/GH4010](#) - Global Health Ethics (3.00)
- [HH/GH4100](#) - Policy and Program Evaluation in Global Health (3.00)
- [HH/GH4200](#) - Global Health Governance and Leadership (3.00)
- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)
- [HH/GH1010](#) - Foundations of Global Health Studies (3.00)

Global Health Promotion and Disease Prevention

- Complete all of the following
 - Earned at least 21 credits from the following:
 - [HH/HLST3520](#) - Aging: Comparative Perspectives (3.00)
 - [HH/IHST4005](#) - Healthy Aging: Current Trends and Issues (6.00)
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 - [HH/KINE3645](#) - Physical Activity and Health Promotion (3.00)
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 - [HH/KINE4020](#) - Human Nutrition (3.00)
 - [HH/KINE4140](#) - Nutrition and Human Diseases (3.00)
 - [HH/KINE4150](#) - Nutrition in the Lifecycle (3.00)
 - [HH/KINE4340](#) - Sport, "Race" and Popular Culture in Canada (3.00)

- [HH/KINE4370](#) - Body as Light: Meditation Practices (3.00)
- [HH/KINE4485](#) - Social Determinants of Physical Activity and Health in Canada (3.00)
- [HH/KINE4518](#) - Molecular Link Between Obesity and Cancer (3.00)
- [HH/KINE4565](#) - Epidemiology of Injury Prevention (3.00)
- [HH/KINE4640](#) - Lifestyle and Current Health Issues (3.00)
- [HH/KINE4645](#) - Active Living and Ageing (3.00)
- [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
- [HH/KINE4710](#) - Psychology of Health and Chronic Disease (3.00)
- [HH/KINE4720](#) - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00)
- [HH/KINE4900](#) - Exercise Therapy for Chronic Diseases (3.00)
- [HH/PSYC3140](#) - Psychological Health, Distress, & Impairment (3.00)
- [HH/PSYC3170](#) - Health Psychology (3.00)
- [HH/PSYC3490](#) - Adult Development and Aging (3.00)
- [HH/KINE4005](#) - Healthy Aging: Current Trends and Issues (6.00)
- [HH/PSYC4005](#) - Healthy Aging: Current Trends and Issues (6.00)
- [HH/GH3200](#) - Creating Intercultural Safety (3.00)
- [HH/GH3500](#) - Historical and Contemporary Perspectives on Global Mental Health (3.00)
- [HH/GH4210](#) - Global Mental Health: Eastern, Indigenous and Western Perspectives (3.00)
- [HH/GH4310](#) - Global health and physical activity: Scientific based evidence for

- [HH/KINE4370](#) - Body as Light: Meditation Practices (3.00)
- [HH/KINE4485](#) - Social Determinants of Physical Activity and Health in Canada (3.00)
- [HH/KINE4518](#) - Molecular Link Between Obesity and Cancer (3.00)
- [HH/KINE4565](#) - Epidemiology of Injury Prevention (3.00)
- [HH/KINE4640](#) - Lifestyle and Current Health Issues (3.00)
- [HH/KINE4645](#) - Active Living and Ageing (3.00)
- [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
- [HH/KINE4710](#) - Psychology of Health and Chronic Disease (3.00)
- [HH/KINE4720](#) - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00)
- [HH/KINE4900](#) - Exercise Therapy for Chronic Diseases (3.00)
- [HH/PSYC3140](#) - Psychological Health, Distress, & Impairment (3.00)
- [HH/PSYC3170](#) - Health Psychology (3.00)
- [HH/PSYC3490](#) - Adult Development and Aging (3.00)
- [HH/KINE4005](#) - Healthy Aging: Current Trends and Issues (6.00)
- [HH/PSYC4005](#) - Healthy Aging: Current Trends and Issues (6.00)
- [HH/GH3200](#) - Creating Intercultural Safety (3.00)
- [HH/GH3500](#) - Historical and Contemporary Perspectives on Global Mental Health (3.00)
- [HH/GH4210](#) - Global Mental Health: Eastern, Indigenous and Western Perspectives (3.00)
- [HH/GH4310](#) - Global health and physical activity: Scientific based evidence for

<p>intervention and prevention (3.00)</p> <ul style="list-style-type: none"> ○ Note: HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00) • Note: at least 12 credits in the major must be completed at the 4000 level. 	<p>intervention and prevention (3.00)</p> <ul style="list-style-type: none"> ▪ HH/GH3550 - Global Health Architecture (3.00) ▪ HH/GH4000 Cr=3.00 EN - Independent Study (3.00) ▪ HH/GH 4900 3.00 ▪ HH/GH 4910 3.00 ▪ HH/GH 4920 3.00 ○ Note: HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00) • Note: at least 12 credits in the major must be completed at the 4000 level.
<p>Upper-Level Requirement Required Credits: 36</p> <ul style="list-style-type: none"> • A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level. 	<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> • A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.
<p>Outside the Major – Required Credits: 21</p> <ul style="list-style-type: none"> • Completed at least 21 credits from the following types of courses: <p>outside the major. Credits outside the major may be used to fulfil upper-level credits.</p>	<p>Outside the Major – Required Credits: 21</p> <ul style="list-style-type: none"> • Completed at least 21 credits from the following types of courses: <p>outside the major. Credits outside the major may be used to fulfil upper-level credits.</p>
<p>Grand Total Credit Count – 120</p>	<p>Grand Total Credit Count – 120</p>

Program: Global Health
Degree Program: Bachelor of Science (Specialized Honours)
Stream: Global Health Promotion and Disease Prevention
Effective Date: Fall 2023

Current Calendar Copy (Strikethrough items to be removed)	New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)
<p>Graduation Requirements</p> <p>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>Graduation Requirements</p> <p>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 – Required Credits: <u>18</u></p> <p>Complete all of the following 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</p> <ul style="list-style-type: none"> • Complete 1 of the following • Completed at least 6 credits from the following types of courses: <p style="margin-left: 40px;">at the 1000 level in approved Faculty of Health general education</p> • Earned at least 6 credits from the following course sets: <p style="margin-left: 40px;">General Education - HH - BSC – Humanities</p> • AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) • AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) • AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) • AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) • AP/HIST1095 - Streetlife: The Culture and History of European Cities (6) 	<p>General Education – Required Credits: <u>18</u></p> <p>Complete all of the following 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</p> <ul style="list-style-type: none"> • Complete 1 of the following • Completed at least 6 credits from the following types of courses: <p style="margin-left: 40px;">at the 1000 level in approved Faculty of Health general education</p> • Earned at least 6 credits from the following course sets: <p style="margin-left: 40px;">General Education - HH - BSC – Humanities</p> • AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) • AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) • AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) • AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) • AP/HIST1095 - Streetlife: The Culture and History of European Cities (6)

- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
- [AP/HUMA1190](#) - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9)
- [AP/HUMA1250](#) - Diaspora communities and global cultures: Literature, arts, and imagination (6)
- [AP/HUMA1320](#) - Ideas of America: The Cultures of North America (6)
- [AP/HUMA1420](#) - Introduction to Korean Culture (9)
- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/HUMA1761](#) - Italian Cinema, Literature and Society (9)
- [AP/HUMA1770](#) - One World: Historical and Cultural Perspectives of Globalization (6)
- [AP/HUMA1780](#) - Stories in Diverse Media (6)
- [AP/HUMA1825](#) - Law and Morality in Literature and Culture (9)
- [AP/HUMA1840](#) - Existence, Freedom and Meaning: The Idea of Human in European Thought (9)
- [AP/HUMA1846](#) - Arts and Culture in South Asia (6)
- [AP/HUMA1900](#) - Introduction to Traditional and Popular Culture (9)
- [AP/HUMA1905](#) - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9)
- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)

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- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following

- Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BSC - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
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- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following

- Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BSC - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)
- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)
- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
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- [AP/SOSC1880](#) - Social Change in Canada (6)

- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

- Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.
- Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives.
- Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.
- Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
- 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

- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

- Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.
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- Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.
- Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
- 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/

courses, please visit:
yorku.ca/health/general-education-approvedhhcourses/

Basic Science Requirement – Required Credits:

15

- Complete all of the following
 - Earned at least 6 credits from the following:
 - [SC/MATH1013](#) - Applied Calculus I (3.00)
 - [SC/MATH1014](#) - Applied Calculus II (3.00)
 - [SC/MATH1025](#) - Applied Linear Algebra (3.00)
 - [SC/MATH1506](#) - Mathematics I for the Biological and Health Sciences (3.00)
 - [SC/MATH1507](#) - Mathematics II for the Biological and Health Sciences (3.00)
 - Note: SC/MATH 1506 3.00 and SC/MATH 1507 3.00
 - Earned at least 3 credits from the following:
 - [LE/EECS1520](#) - Computer Use: Fundamentals (3.00)
 - [LE/EECS1540](#) - Computer Use for the Natural Sciences (3.00)
 - [LE/EECS1570](#) - Introduction to Computing for Psychology (3.00)
 - Earned at least 6 credits from the following:
 - [SC/BIOL1000](#) - Biology I - Cells, Molecular Biology and Genetics (3.00)
 - [SC/BIOL1001](#) - Biology II - Evolution, Ecology, Biodiversity and Conservation Biology (3.00)
 - [SC/CHEM1000 Cr=3.00 EN](#) - Chemical Structure (3.00)
 - [SC/CHEM1001](#) - Chemical Dynamics (3.00)
 - [SC/PHYS1410](#) - Physical Science (6.00)

Basic Science Requirement – Required Credits:

15

- Complete all of the following
 - Earned at least 6 credits from the following:
 - [SC/MATH1013](#) - Applied Calculus I (3.00)
 - [SC/MATH1014](#) - Applied Calculus II (3.00)
 - [SC/MATH1025](#) - Applied Linear Algebra (3.00)
 - [SC/MATH1506](#) - Mathematics I for the Biological and Health Sciences (3.00)
 - [SC/MATH1507](#) - Mathematics II for the Biological and Health Sciences (3.00)
 - Note: SC/MATH 1506 3.00 and SC/MATH 1507 3.00
 - Earned at least 3 credits from the following:
 - [LE/EECS1520](#) - Computer Use: Fundamentals (3.00)
 - [LE/EECS1540](#) - Computer Use for the Natural Sciences (3.00)
 - [LE/EECS1570](#) - Introduction to Computing for Psychology (3.00)
 - Earned at least 6 credits from the following:
 - [SC/BIOL1000](#) - Biology I - Cells, Molecular Biology and Genetics (3.00)
 - [SC/BIOL1001](#) - Biology II - Evolution, Ecology, Biodiversity and Conservation Biology (3.00)
 - [SC/CHEM1000 Cr=3.00 EN](#) - Chemical Structure (3.00)
 - [SC/CHEM1001](#) - Chemical Dynamics (3.00)
 - [SC/PHYS1410](#) - Physical Science (6.00)

<ul style="list-style-type: none"> ▪ SC/PHYS1411 - Physics Fundamentals 1 (3.00) ▪ SC/PHYS1412 - Physics Fundamentals 2 (3.00) ▪ SC/PHYS1420 - Physics with Applications to Life Sciences (6.00) ▪ SC/PHYS1421 - Physics with Life Science Applications 1 (3.00) ▪ SC/PHYS1422 - Physics with Life Science Applications 2 (3.00) <ul style="list-style-type: none"> ○ Note: SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 ○ Note: SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 ○ Note: SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 	<ul style="list-style-type: none"> ▪ SC/PHYS1411 - Physics Fundamentals 1 (3.00) ▪ SC/PHYS1412 - Physics Fundamentals 2 (3.00) ▪ SC/PHYS1420 - Physics with Applications to Life Sciences (6.00) ▪ SC/PHYS1421 - Physics with Life Science Applications 1 (3.00) ▪ SC/PHYS1422 - Physics with Life Science Applications 2 (3.00) <ul style="list-style-type: none"> ○ Note: SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 ○ Note: SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 ○ Note: SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00
<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH1010 - Foundations of Global Health Studies (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ○ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ○ HH/GH2100 - Chronic Diseases & Care (3.00) ○ HH/GH2200 - Determinants of Health: Local to Global (3.00) ○ HH/GH3000 - Epidemiology and Global Health (3.00) ○ HH/GH3100 - Communicable Diseases and Care (3.00) ○ HH/GH3545 - Promoting Global Health (3.00) ○ HH/GH3740 - Health Care Planning for Communities (3.00) ○ HH/GH4010 - Global Health Ethics (3.00) ○ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ○ HH/GH4200 - Global Health Governance and Leadership (3.00) 	<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH1010 - Foundations of Global Health Studies (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ○ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ○ HH/GH2100 - Chronic Diseases & Care (3.00) ○ HH/GH2200 - Determinants of Health: Local to Global (3.00) ○ HH/GH3000 - Epidemiology and Global Health (3.00) ○ HH/GH3100 - Communicable Diseases and Care (3.00) ○ HH/GH3545 - Promoting Global Health (3.00) ○ HH/GH3740 - Health Care Planning for Communities (3.00) ○ HH/GH4010 - Global Health Ethics (3.00) ○ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ○ HH/GH4200 - Global Health Governance and Leadership (3.00)

- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global Health Promotion and Disease Prevention

- Complete all of the following

- Earned at least 21 credits from the following:
 - [HH/HLST3520](#) - Aging: Comparative Perspectives (3.00)
 - [HH/IHST3200](#) - Creating Intercultural Safety (3.00)
 - [HH/IHST3500](#) - Historical and Contemporary Perspectives on Global Mental Health (3.00)
 - [HH/IHST4005](#) - Healthy Aging: Current Trends and Issues (6.00)
 - [HH/IHST4210](#) - Global Mental Health: Eastern, Indigenous and Western Perspectives (3.00)
 - [HH/IHST4310](#) - Global health and physical activity: Scientific based evidence for intervention and prevention (3.00)
 - [HH/KINE3100](#) - Health Psychology and Kinesiology (3.00)
 - [HH/KINE3340](#) - Growth, Maturation and Physical Activity (3.00)
 - [HH/KINE3350](#) - Physical Activity, Health and Aging (3.00)
 - [HH/KINE3645](#) - Physical Activity and Health Promotion (3.00)
 - [HH/KINE4010](#) - Exercise Physiology (3.00)
 - [HH/KINE4020](#) - Human Nutrition (3.00)
 - [HH/KINE4140](#) - Nutrition and Human Diseases (3.00)
 - [HH/KINE4150](#) - Nutrition in the Lifecycle (3.00)
 - [HH/KINE4340](#) - Sport, "Race" and Popular Culture in Canada (3.00)

- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global Health Promotion and Disease Prevention

- Complete all of the following

- Earned at least 21 credits from the following:
 - [HH/HLST3520](#) - Aging: Comparative Perspectives (3.00)
 - [HH/IHST3200](#) - Creating Intercultural Safety (3.00)
 - [HH/IHST3500](#) - Historical and Contemporary Perspectives on Global Mental Health (3.00)
 - [HH/IHST4005](#) - Healthy Aging: Current Trends and Issues (6.00)
 - [HH/IHST4210](#) - Global Mental Health: Eastern, Indigenous and Western Perspectives (3.00)
 - [HH/IHST4310](#) - Global health and physical activity: Scientific based evidence for intervention and prevention (3.00)
 - [HH/KINE3100](#) - Health Psychology and Kinesiology (3.00)
 - [HH/KINE3340](#) - Growth, Maturation and Physical Activity (3.00)
 - [HH/KINE3350](#) - Physical Activity, Health and Aging (3.00)
 - [HH/KINE3645](#) - Physical Activity and Health Promotion (3.00)
 - [HH/KINE4010](#) - Exercise Physiology (3.00)
 - [HH/KINE4020](#) - Human Nutrition (3.00)
 - [HH/KINE4140](#) - Nutrition and Human Diseases (3.00)
 - [HH/KINE4150](#) - Nutrition in the Lifecycle (3.00)
 - [HH/KINE4340](#) - Sport, "Race" and Popular Culture in Canada (3.00)

- [HH/KINE4370](#) - Body as Light: Meditation Practices (3.00)
- [HH/KINE4485](#) - Social Determinants of Physical Activity and Health in Canada (3.00)
- [HH/KINE4518](#) - Molecular Link Between Obesity and Cancer (3.00)
- [HH/KINE4565](#) - Epidemiology of Injury Prevention (3.00)
- [HH/KINE4640](#) - Lifestyle and Current Health Issues (3.00)
- [HH/KINE4645](#) - Active Living and Ageing (3.00)
- [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
- [HH/KINE4710](#) - Psychology of Health and Chronic Disease (3.00)
- [HH/KINE4720](#) - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00)
- [HH/KINE4900](#) - Exercise Therapy for Chronic Diseases (3.00)
- [HH/PSYC3140](#) - Psychological Health, Distress, & Impairment (3.00)
- [HH/PSYC3170](#) - Health Psychology (3.00)
- [HH/KINE4005](#) - Healthy Aging: Current Trends and Issues (6.00)
- [HH/PSYC4005](#) - Healthy Aging: Current Trends and Issues (6.00)
- Note: HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)

- [HH/KINE4370](#) - Body as Light: Meditation Practices (3.00)
- [HH/KINE4485](#) - Social Determinants of Physical Activity and Health in Canada (3.00)
- [HH/KINE4518](#) - Molecular Link Between Obesity and Cancer (3.00)
- [HH/KINE4565](#) - Epidemiology of Injury Prevention (3.00)
- [HH/KINE4640](#) - Lifestyle and Current Health Issues (3.00)
- [HH/KINE4645](#) - Active Living and Ageing (3.00)
- [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
- [HH/KINE4710](#) - Psychology of Health and Chronic Disease (3.00)
- [HH/KINE4720](#) - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00)
- [HH/KINE4900](#) - Exercise Therapy for Chronic Diseases (3.00)
- [HH/PSYC3140](#) - Psychological Health, Distress, & Impairment (3.00)
- [HH/PSYC3170](#) - Health Psychology (3.00)
- [HH/KINE4005](#) - Healthy Aging: Current Trends and Issues (6.00)
- [HH/PSYC4005](#) - Healthy Aging: Current Trends and Issues (6.00)
- [HH/GH3550 - Global Health Architecture \(3.00\)](#)
- [HH/GH4000 Cr=3.00 EN - Independent Study \(3.00\)](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- Note: HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)

<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> A minimum of 42 credits must be taken 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. 	<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> A minimum of 42 credits must be taken 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.
<p>Required Science Credits Outside the Major – Required Credits: <u>9</u></p> <p>Complete all of the following</p> <ul style="list-style-type: none"> Completed at least 9 credits from the following types of courses: in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from: All courses offered through the Faculty of Science and the Lassonde School of Engineering; All kinesiology and health science courses and all psychology courses Not taken any of the following: <ul style="list-style-type: none"> HH/KINE2380 - Introduction to Sport Administration (3.00) HH/KINE3240 - Behavioural Approach to Administration of Fitness and Sport (3.00) HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00) HH/KINE3430 - Canadian Culture and Physical Activity (3.00) HH/KINE3440 - Olympic Games: Heroes and Villains at Play (3.00) HH/KINE3490 - Sport Policy and Politics (3.00) HH/KINE3510 - Sport Marketing and Event Management (3.00) HH/KINE3580 - Coaching: The Strategy and Tactics of Sport (3.00) HH/KINE3620 - Sociology of Sport I (3.00) HH/KINE4340 - Sport, "Race" and Popular Culture in Canada (3.00) HH/KINE4370 - Body as Light: Meditation Practices (3.00) HH/KINE4375 - Body as Weapon: Martial Arts/Combat Training (3.00) HH/KINE4420 - Relaxation: Theory and Practice (3.00) HH/KINE4430 - Business Skills for Sport and Fitness Professionals (3.00) 	<p>Required Science Credits Outside the Major – Required Credits: <u>9</u></p> <p>Complete all of the following</p> <ul style="list-style-type: none"> Completed at least 9 credits from the following types of courses: in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from: All courses offered through the Faculty of Science and the Lassonde School of Engineering; All kinesiology and health science courses and all psychology courses Not taken any of the following: <ul style="list-style-type: none"> HH/KINE2380 - Introduction to Sport Administration (3.00) HH/KINE3240 - Behavioural Approach to Administration of Fitness and Sport (3.00) HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00) HH/KINE3430 - Canadian Culture and Physical Activity (3.00) HH/KINE3440 - Olympic Games: Heroes and Villains at Play (3.00) HH/KINE3490 - Sport Policy and Politics (3.00) HH/KINE3510 - Sport Marketing and Event Management (3.00) HH/KINE3580 - Coaching: The Strategy and Tactics of Sport (3.00) HH/KINE3620 - Sociology of Sport I (3.00) HH/KINE4340 - Sport, "Race" and Popular Culture in Canada (3.00) HH/KINE4370 - Body as Light: Meditation Practices (3.00) HH/KINE4375 - Body as Weapon: Martial Arts/Combat Training (3.00) HH/KINE4420 - Relaxation: Theory and Practice (3.00) HH/KINE4430 - Business Skills for Sport and Fitness Professionals (3.00)

<ul style="list-style-type: none"> o HH/KINE4480 - Sociology of Sport II (3.00) o HH/KINE4485 - Social Determinants of Physical Activity and Health in Canada (3.00) o HH/KINE4490 - Philosophical Issues in Kinesiology and Health Science (3.00) o HH/KINE4495 - Doctors, Trainers and Drugs: The Socio-Cultural Study of Sports and Medicine (3.00) o HH/KINE4560 - Physical Activity and Children: Pedagogy (3.00) o HH/KINE4620 - Counselling Skills for Kinesiology and Health Science (3.00) o HH/KINE4635 - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00) o HH/KINE4645 - Active Living and Ageing (3.00) o HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00) o HH/PSYC3350 - Cultural Psychology (3.00) o HH/PSYC3430 - Behaviour in Groups (3.00) o HH/PSYC3600 - Community Psychology (3.00) o HH/PSYC3630 - The Psychology of the Family (3.00) o HH/PSYC3670 - Psychology of Sexual Orientation (3.00) o HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00) 	<ul style="list-style-type: none"> o HH/KINE4480 - Sociology of Sport II (3.00) o HH/KINE4485 - Social Determinants of Physical Activity and Health in Canada (3.00) o HH/KINE4490 - Philosophical Issues in Kinesiology and Health Science (3.00) o HH/KINE4495 - Doctors, Trainers and Drugs: The Socio-Cultural Study of Sports and Medicine (3.00) o HH/KINE4560 - Physical Activity and Children: Pedagogy (3.00) o HH/KINE4620 - Counselling Skills for Kinesiology and Health Science (3.00) o HH/KINE4635 - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00) o HH/KINE4645 - Active Living and Ageing (3.00) o HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00) o HH/PSYC3350 - Cultural Psychology (3.00) o HH/PSYC3430 - Behaviour in Groups (3.00) o HH/PSYC3600 - Community Psychology (3.00) o HH/PSYC3630 - The Psychology of the Family (3.00) o HH/PSYC3670 - Psychology of Sexual Orientation (3.00) o HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00)
<p>Electives – Required Credits: <u>3</u></p> <ul style="list-style-type: none"> • Completed at least 3 credits from the following types of courses: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits. 	<p>Electives – Required Credits: <u>3</u></p> <ul style="list-style-type: none"> • Completed at least 3 credits from the following types of courses: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.
Grand Total Credit Count – 120	Grand Total Credit Count – 120

Program: Global Health Degree Program: Bachelor of Arts (Specialized Honours) Stream: Global eHealth Effective Date: Fall 2023	
Current Calendar Copy (Strikethrough items to be removed)	New Calendar Copy (Underline items to be added in revisions to existing programs)
<p>Graduation Requirements</p> <p>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>Graduation Requirements</p> <p>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 – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> Complete 1 of the following Completed at least 6 credits from the following types of courses: <p>at the 1000 level in approved Faculty of Health general education</p> Earned at least 6 credits from the following course sets: <p>General Education - HH - BA – Humanities</p> AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) AP/FR 1005 Cr=6.00 EN - Key Aspects of French Culture (6) AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) AP/HIST1095 - Streetlife: The Culture and History of European Cities (6) 	<p>General Education – Required Credits: <u>18</u></p> <p>Complete all of the following</p> <p>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</p> <ul style="list-style-type: none"> Complete 1 of the following Completed at least 6 credits from the following types of courses: <p>at the 1000 level in approved Faculty of Health general education</p> Earned at least 6 credits from the following course sets: <p>General Education - HH - BA – Humanities</p> AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) AP/FR 1005 Cr=6.00 EN - Key Aspects of French Culture (6) AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) AP/HIST1095 - Streetlife: The Culture and History of European Cities (6)

- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
- [AP/HUMA1190](#) - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9)
- [AP/HUMA1250](#) - Diaspora communities and global cultures: Literature, arts, and imagination (6)
- [AP/HUMA1320](#) - Ideas of America: The Cultures of North America (6)
- [AP/HUMA1420](#) - Introduction to Korean Culture (9)
- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/HUMA1761](#) - Italian Cinema, Literature and Society (9)
- [AP/HUMA1700](#) - Professional Writing: Process and Practice (9)
- [AP/HUMA1780](#) - Stories in Diverse Media (6)
- [AP/HUMA1825](#) - Law and Morality in Literature and Culture (9)
- [AP/HUMA1840](#) - Existence, Freedom and Meaning: The Idea of Human in European Thought (9)
- [AP/HUMA1846](#) - Arts and Culture in South Asia (6)
- [AP/HUMA1900](#) - Introduction to Traditional and Popular Culture (9)
- [AP/HUMA1905](#) - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9)
- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)

- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
- [AP/HUMA1190](#) - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9)
- [AP/HUMA1250](#) - Diaspora communities and global cultures: Literature, arts, and imagination (6)
- [AP/HUMA1320](#) - Ideas of America: The Cultures of North America (6)
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- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/HUMA1761](#) - Italian Cinema, Literature and Society (9)
- [AP/HUMA1700](#) - Professional Writing: Process and Practice (9)
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- [AP/HUMA1846](#) - Arts and Culture in South Asia (6)
- [AP/HUMA1900](#) - Introduction to Traditional and Popular Culture (9)
- [AP/HUMA1905](#) - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9)
- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following
 - Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following
 - Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)

- [AP/HREQ1910](#) - The Global South and Human Rights (6)
- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)
- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)

- [AP/HREQ1910](#) - The Global South and Human Rights (6)
- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
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- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)
- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)

- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)
- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

Six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Natural Science

- [SC/NATS1500](#) - Statistics and Reasoning in Modern Society (3)
- [SC/NATS1510](#) - The History of the Environment (3)
- [SC/NATS1512](#) - Environmental Pollution (3)
- [SC/NATS1515](#) - Atmospheric Pollution (3)
- [SC/NATS1516](#) - Water Pollution (3)
- [SC/NATS1525](#) - Extraterrestrial Life: A Modern Discussion to include Historical, Religious and Cultural Aspects (3)
- [SC/NATS1530](#) - Science of Space Flight and Exploration (3)
- [SC/NATS1540](#) - Theories of Dinosaur Extinction (3)
- [SC/NATS1550](#) - Science of Animal Migration (3)
- [SC/NATS1560](#) - Understanding Food (3)
- [SC/NATS1570](#) - Exploring the Solar System (3)
- [SC/NATS1575](#) - Forensic Science - An Introduction (3)

- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)
- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

Six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

- Earned at least 6 credits from the following course sets:

General Education - HH - BA - Natural Science

- [SC/NATS1500](#) - Statistics and Reasoning in Modern Society (3)
- [SC/NATS1510](#) - The History of the Environment (3)
- [SC/NATS1512](#) - Environmental Pollution (3)
- [SC/NATS1515](#) - Atmospheric Pollution (3)
- [SC/NATS1516](#) - Water Pollution (3)
- [SC/NATS1525](#) - Extraterrestrial Life: A Modern Discussion to include Historical, Religious and Cultural Aspects (3)
- [SC/NATS1530](#) - Science of Space Flight and Exploration (3)
- [SC/NATS1540](#) - Theories of Dinosaur Extinction (3)
- [SC/NATS1550](#) - Science of Animal Migration (3)
- [SC/NATS1560](#) - Understanding Food (3)
- [SC/NATS1570](#) - Exploring the Solar System (3)
- [SC/NATS1575](#) - Forensic Science - An Introduction (3)

- [SC/NATS1580](#) - Sun, Space Weather and Life on Earth (3)
- [SC/NATS1585](#) - Astronomy: Exploring the Universe (3)
- [SC/NATS1590](#) - The Mathematics of Politics (3)
- [SC/NATS1595](#) - The Mathematics of Biology (3)
- [SC/NATS1610](#) - The Living Body (6)
- [SC/NATS1650](#) - Human Anatomy for the Fine Arts (6)
- [SC/NATS1660](#) - The Biology of Sex (6)
- [SC/NATS1670](#) - Concepts in Human Health and Disease (6)
- [SC/NATS1675](#) - Human Development (6)
- [SC/NATS1690](#) - Evolution (6)
- [SC/NATS1700](#) - Computers, Information and Society (6)
- [SC/NATS1720](#) - Light and Sound (6)
- [SC/NATS1740](#) - Astronomy (6)
- [SC/NATS1745](#) - History of Astronomy (6)
- [SC/NATS1750](#) - The Earth and Its Atmosphere (6)
- [SC/NATS1760](#) - Science, Technology and Society (6)
- [SC/NATS1765](#) - Science, Experts and Citizens (6)
- [SC/NATS1775](#) - Technology and Civilization (6)
- [SC/NATS1780](#) - Weather and Climate (6)
- [SC/NATS1795](#) - The Nature of Time (6)
- [SC/NATS1810](#) - Energy (6)
- [SC/NATS1830](#) - Mysteries of Everyday Materials (6)
- [SC/NATS1840](#) - Science, Technology and the Environment (6)
- [SC/NATS1850](#) - Science and Pseudoscience (6)
- [SC/NATS1870](#) - Understanding Colour (6)
- [SC/NATS1880](#) - Life Beyond Earth (6)
- [SC/NATS1920](#) - The Nature and Growth of Ideas in Mathematics (6)
- [SC/NATS1940](#) - Biodiversity and Conservation (6)
- [SC/NATS1945](#) - Physics and Technology for Future World Leaders (6)

- [SC/NATS1580](#) - Sun, Space Weather and Life on Earth (3)
- [SC/NATS1585](#) - Astronomy: Exploring the Universe (3)
- [SC/NATS1590](#) - The Mathematics of Politics (3)
- [SC/NATS1595](#) - The Mathematics of Biology (3)
- [SC/NATS1610](#) - The Living Body (6)
- [SC/NATS1650](#) - Human Anatomy for the Fine Arts (6)
- [SC/NATS1660](#) - The Biology of Sex (6)
- [SC/NATS1670](#) - Concepts in Human Health and Disease (6)
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- [SC/NATS1690](#) - Evolution (6)
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- [SC/NATS1940](#) - Biodiversity and Conservation (6)
- [SC/NATS1945](#) - Physics and Technology for Future World Leaders (6)

• Note 1: it is strongly recommended that students complete the general

<ul style="list-style-type: none"> • Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits. • Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives. • Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. • Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ • 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>education requirements above within their first 54 credits.</p> <ul style="list-style-type: none"> • Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives. • Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. • Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ • 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>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) 	<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00)

- [HH/GH2010](#) - Methods and Approaches in Global Health Research (6.00)
- [HH/GH2100](#) - Chronic Diseases & Care (3.00)
- [HH/GH2200](#) - Determinants of Health: Local to Global (3.00)
- [HH/GH3000](#) - Epidemiology and Global Health (3.00)
- [HH/GH3100](#) - Communicable Diseases and Care (3.00)
- [HH/GH3545](#) - Promoting Global Health (3.00)
- [HH/GH3740](#) - Health Care Planning for Communities (3.00)
- [HH/GH4010](#) - Global Health Ethics (3.00)
- [HH/GH4100](#) - Policy and Program Evaluation in Global Health (3.00)
- [HH/GH4200](#) - Global Health Governance and Leadership (3.00)
- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)
- [HH/GH1010](#) - Foundations of Global Health Studies (3.00)

Global e-Health

- Complete all of the following
 - Earned at least 21 credits from the following:
 - [HH/HLST2040](#) - Health Informatics 1: Introduction to Health Informatics (3.00)
 - [HH/HLST2050](#) - Global Health Informatics (3.00)
 - [HH/HLST3310](#) - Electronic Health Record (3.00)
 - [HH/HLST3320](#) - Health Database Applications (3.00)
 - [HH/HLST3330](#) - Global eHealth/Virtual Communities (3.00)
 - [HH/HLST3341](#) - Health Informatics II: Health Information Systems (3.00)
 - [HH/HLST4310](#) - Analysis and Design of Health Information Systems (3.00)

- [HH/GH2010](#) - Methods and Approaches in Global Health Research (6.00)
- [HH/GH2100](#) - Chronic Diseases & Care (3.00)
- [HH/GH2200](#) - Determinants of Health: Local to Global (3.00)
- [HH/GH3000](#) - Epidemiology and Global Health (3.00)
- [HH/GH3100](#) - Communicable Diseases and Care (3.00)
- [HH/GH3545](#) - Promoting Global Health (3.00)
- [HH/GH3740](#) - Health Care Planning for Communities (3.00)
- [HH/GH4010](#) - Global Health Ethics (3.00)
- [HH/GH4100](#) - Policy and Program Evaluation in Global Health (3.00)
- [HH/GH4200](#) - Global Health Governance and Leadership (3.00)
- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)
- [HH/GH1010](#) - Foundations of Global Health Studies (3.00)

Global e-Health

- Complete all of the following
 - Earned at least 21 credits from the following:
 - [HH/HLST2040](#) - Health Informatics 1: Introduction to Health Informatics (3.00)
 - [HH/HLST2050](#) - Global Health Informatics (3.00)
 - [HH/HLST3310](#) - Electronic Health Record (3.00)
 - [HH/HLST3320](#) - Health Database Applications (3.00)
 - [HH/HLST3330](#) - Global eHealth/Virtual Communities (3.00)
 - [HH/HLST3341](#) - Health Informatics II: Health Information Systems (3.00)
 - [HH/HLST4310](#) - Analysis and Design of Health Information Systems (3.00)

<ul style="list-style-type: none"> ○ HH/HLST4320 - eHealth (3.00) ○ HH/HLST4330 - Decision Making and Decision Support Systems in Healthcare (3.00) ○ HH/HLST4340 - Health Technology Assessment (3.00) ○ HH/GH3200 - Creating Intercultural Safety (3.00) <ul style="list-style-type: none"> • Note: HH/HLST 2040 3.00 or HH/HLST 2050 3.00 	<ul style="list-style-type: none"> ○ HH/HLST4320 - eHealth (3.00) ○ HH/HLST4330 - Decision Making and Decision Support Systems in Healthcare (3.00) ○ HH/HLST4340 - Health Technology Assessment (3.00) ○ HH/GH3200 - Creating Intercultural Safety (3.00) ○ HH/GH3550 - Global Health Architecture (3.00) ○ HH/GH4000 Cr=3.00 ○ EN - Independent Study (3.00) ○ HH/GH 4920 3.00 <ul style="list-style-type: none"> • Note: HH/HLST 2040 3.00 or HH/HLST 2050 3.00
<p>Upper-Level Requirement Required Credits: _36_</p> <ul style="list-style-type: none"> • A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level. 	<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> • A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.
<p>Outside the Major – Required Credits: _21_</p> <ul style="list-style-type: none"> • Completed at least 21 credits from the following types of courses: <p>outside the major. Credits outside the major may be used to fulfil upper-level credits.</p>	<p>Outside the Major – Required Credits: 21</p> <ul style="list-style-type: none"> • Completed at least 21 credits from the following types of courses: <p>outside the major. Credits outside the major may be used to fulfil upper-level credits.</p>
<p>Grand Total Credit Count – 120</p>	<p>Grand Total Credit Count – 120</p>

Program: Global Health Degree Program: Bachelor of Science (Specialized Honours) Stream: Global e-Health Effective Date: Fall 2023	
Current Calendar Copy (Strikethrough items to be removed)	New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)
Graduation Requirements All graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+).	Graduation Requirements All graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+).
General Education – Required Credits: <u>18</u> Complete all of the following 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"> • Complete 1 of the following • Completed at least 6 credits from the following types of courses: <ul style="list-style-type: none"> at the 1000 level in approved Faculty of Health general education • Earned at least 6 credits from the following course sets: <ul style="list-style-type: none"> General Education - HH - BSC – Humanities • AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) • AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) • AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) • AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) • AP/HIST1095 - Streetlife: The Culture and History of European Cities (6) 	General Education – Required Credits: <u>18</u> Complete all of the following 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"> • Complete 1 of the following • Completed at least 6 credits from the following types of courses: <ul style="list-style-type: none"> at the 1000 level in approved Faculty of Health general education • Earned at least 6 credits from the following course sets: <ul style="list-style-type: none"> General Education - HH - BSC – Humanities • AP/EN 1201 Cr=6.00 EN - The Literary Imagination (6) • AP/ESL 1015 - Advancing Oral Communication for ESL Students (3) • AP/GER 1790 - Nationalism, Authority and Resistance: Perspectives on German Culture and Society (9) • AP/GER 1791 - The Fairy Tale: From Grimm To Disney (6) • AP/HIST1095 - Streetlife: The Culture and History of European Cities (6)

- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
- [AP/HUMA1190](#) - NATIONALISM, AUTHORITY and RESISTANCE: Perspectives on German Culture and Society (9)
- [AP/HUMA1250](#) - Diaspora communities and global cultures: Literature, arts, and imagination (6)
- [AP/HUMA1320](#) - Ideas of America: The Cultures of North America (6)
- [AP/HUMA1420](#) - Introduction to Korean Culture (9)
- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/HUMA1761](#) - Italian Cinema, Literature and Society (9)
- [AP/HUMA1770](#) - One World: Historical and Cultural Perspectives of Globalization (6)
- [AP/HUMA1780](#) - Stories in Diverse Media (6)
- [AP/HUMA1825](#) - Law and Morality in Literature and Culture (9)
- [AP/HUMA1840](#) - Existence, Freedom and Meaning: The Idea of Human in European Thought (9)
- [AP/HUMA1846](#) - Arts and Culture in South Asia (6)
- [AP/HUMA1900](#) - Introduction to Traditional and Popular Culture (9)
- [AP/HUMA1905](#) - Dangerous Visions, Brave New Worlds: The Science Fiction Culture and Our Scientific Age (9)
- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)

- [AP/HUMA1100](#) - Worlds of Ancient Greece and Rome (9)
- [AP/HUMA1106](#) - Egypt in the Greek and Roman Mediterranean (9)
- [AP/HUMA1170](#) - The Modern Age: Shapers and Definers (9)
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- [AP/HUMA1420](#) - Introduction to Korean Culture (9)
- [AP/HUMA1720](#) - The Roots of Western Culture. The Modern Period (circa 1500-1900) (6)
- [AP/HUMA1740](#) - The Roots of Modern Canada (6)
- [AP/HUMA1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
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- [AP/HUMA1910](#) - Science and the Humanities: Nature and Human Nature (9)
- [AP/HUMA1950 Cr=6.00 EN](#) - Concepts of Male and Female in the West (6)
- [AP/IT 1751 Cr=6.00 EN](#) - Italian Culture: The Great Ideas and the Masterworks (6)
- [AP/IT 1761](#) - Italian Cinema, Literature and Society (9)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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

- Complete 1 of the following

- Completed at least 6 credits from the following types of courses:

at the 1000 level in approved Faculty of Health general education

- Earned at least 6 credits from the following course sets:

General Education - HH - BSC - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
- [AP/HREQ1710](#) - Globalization and the Human Condition (6)
- [AP/HREQ1730](#) - Urbanization and Community Action (6)
- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SXST1600](#) - Introduction to Sexuality Studies (9)
- [AP/SXST1601 Cr=6.00 EN](#) - Introduction to Sexuality Studies (6)
- [AP/WRIT1700](#) - Writing: Process and Practice (9)
- [AP/WRIT1702](#) - Becoming a Better Writer: Methods and Models (6)

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General Education - HH - BSC - Social Science

- [AP/ANTH1120](#) - Making Sense of a Changing World: Anthropology Today (6)
- [AP/GWST1501](#) - Introduction to Gender and Women's Studies (9)
- [AP/HREQ1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/HREQ1700](#) - Women and Human Rights (6)
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- [AP/HREQ1800](#) - Justice for Children (6)
- [AP/HREQ1880](#) - Social Change in Canada (6)
- [AP/HREQ1900](#) - Sexuality, Gender and Society (6)
- [AP/HREQ1910](#) - The Global South and Human Rights (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
- [AP/HREQ1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [AP/IT 1791 Cr=6.00 EN](#) - Migration, Immigration and Beyond: Italians in North America (6)
- [AP/MODR1730](#) - Modes of Reasoning: Reasoning About Social Issues (6)
- [AP/MODR1760](#) - Modes of Reasoning: Reasoning About Morality and Values (6)
- [AP/MODR1770](#) - Modes of Reasoning: Techniques of Persuasion (6)
- [AP/MODR1790](#) - Modes of Reasoning: Reasoning In Everyday Language (6)
- [AP/SOSC1000 Cr=6.00 EN](#) - Introduction to Social Science (6)
- [AP/SOSC1000 Cr=9.00 EN](#) - Introduction to Social Science (9)
- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
- [AP/SOSC1040](#) - Power & Society: Critical issues in Social Justice (6)
- [AP/SOSC1140](#) - Self, Culture and Society: Critical Perspectives (9)
- [AP/SOSC1185](#) - Women and Society (9)
- [AP/SOSC1341](#) - Introduction to the Social Economy (9)
- [AP/SOSC1430](#) - Introduction to International Development Studies (9)
- [AP/SOSC1510 Cr=6.00 EN](#) - The Future of Work (6)
- [AP/SOSC1520](#) - Markets and Democracy: The Development of Industrial Society (9)
- [AP/SOSC1700](#) - Women and Human Rights (6)
- [AP/SOSC1710](#) - Globalization and the Human Condition (6)
- [AP/SOSC1730](#) - Urbanization and Community Action (6)
- [AP/SOSC1733](#) - World of Cities: Journeys through Urban Space and Time (6)
- [AP/SOSC1800](#) - Justice for Children (6)
- [AP/SOSC1801 Cr=6.00 EN](#) - Health Controversies: Issues of Health, Illness and Society (6)
- [AP/SOSC1880](#) - Social Change in Canada (6)

- [AP/HREQ1920](#) - Male-Female Relationships (6)
- [AP/HREQ1930](#) - Health and Equity (6)
- [AP/HREQ1940](#) - Equity Issues in Ontario (6)
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- [AP/SOSC1009 Cr=9.00 EN](#) - Introduction to Social Science (ESL) (9)
- [AP/SOSC1012](#) - Understanding Social Theory (9)
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- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
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- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

- Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.
- Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfil general education may count toward electives.
- Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.
- Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
- 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

- [AP/SOSC1900](#) - Sexuality, Gender and Society (6)
- [AP/SOSC1910 Cr=6.00 EN](#) - The Global South and Human Rights (6)
- [AP/SOSC1920](#) - Male-Female Relationships (6)
- [AP/SOSC1930](#) - Health and Equity (6)
- [AP/SOSC1940](#) - Equity Issues in Ontario (6)
- [AP/SOSC1950](#) - Prospects and Perils of Globalization in a Social Justice Context (6)
- [EU/GEOG1000](#) - The World Today: An Introduction to World Geography (6)

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- Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
- 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/

courses, please visit:
yorku.ca/health/general-education-approvedhhcourses/

Basic Science Requirement – Required Credits:

15

- Complete all of the following
 - Earned at least 6 credits from the following:
 - [SC/MATH1013](#) - Applied Calculus I (3.00)
 - [SC/MATH1014](#) - Applied Calculus II (3.00)
 - [SC/MATH1025](#) - Applied Linear Algebra (3.00)
 - [SC/MATH1506](#) - Mathematics I for the Biological and Health Sciences (3.00)
 - [SC/MATH1507](#) - Mathematics II for the Biological and Health Sciences (3.00)
 - Note: SC/MATH 1506 3.00 and SC/MATH 1507 3.00
 - Earned at least 3 credits from the following:
 - [LE/EECS1520](#) - Computer Use: Fundamentals (3.00)
 - [LE/EECS1540](#) - Computer Use for the Natural Sciences (3.00)
 - [LE/EECS1570](#) - Introduction to Computing for Psychology (3.00)
 - Earned at least 6 credits from the following:
 - [SC/BIOL1000](#) - Biology I - Cells, Molecular Biology and Genetics (3.00)
 - [SC/BIOL1001](#) - Biology II - Evolution, Ecology, Biodiversity and Conservation Biology (3.00)
 - [SC/CHEM1000 Cr=3.00 EN](#) - Chemical Structure (3.00)
 - [SC/CHEM1001](#) - Chemical Dynamics (3.00)
 - [SC/PHYS1410](#) - Physical Science (6.00)

Basic Science Requirement – Required Credits:

15

- Complete all of the following
 - Earned at least 6 credits from the following:
 - [SC/MATH1013](#) - Applied Calculus I (3.00)
 - [SC/MATH1014](#) - Applied Calculus II (3.00)
 - [SC/MATH1025](#) - Applied Linear Algebra (3.00)
 - [SC/MATH1506](#) - Mathematics I for the Biological and Health Sciences (3.00)
 - [SC/MATH1507](#) - Mathematics II for the Biological and Health Sciences (3.00)
 - Note: SC/MATH 1506 3.00 and SC/MATH 1507 3.00
 - Earned at least 3 credits from the following:
 - [LE/EECS1520](#) - Computer Use: Fundamentals (3.00)
 - [LE/EECS1540](#) - Computer Use for the Natural Sciences (3.00)
 - [LE/EECS1570](#) - Introduction to Computing for Psychology (3.00)
 - Earned at least 6 credits from the following:
 - [SC/BIOL1000](#) - Biology I - Cells, Molecular Biology and Genetics (3.00)
 - [SC/BIOL1001](#) - Biology II - Evolution, Ecology, Biodiversity and Conservation Biology (3.00)
 - [SC/CHEM1000 Cr=3.00 EN](#) - Chemical Structure (3.00)
 - [SC/CHEM1001](#) - Chemical Dynamics (3.00)
 - [SC/PHYS1410](#) - Physical Science (6.00)

<ul style="list-style-type: none"> ▪ SC/PHYS1411 - Physics Fundamentals 1 (3.00) ▪ SC/PHYS1412 - Physics Fundamentals 2 (3.00) ▪ SC/PHYS1420 - Physics with Applications to Life Sciences (6.00) ▪ SC/PHYS1421 - Physics with Life Science Applications 1 (3.00) ▪ SC/PHYS1422 - Physics with Life Science Applications 2 (3.00) <ul style="list-style-type: none"> ○ Note: SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 ○ Note: SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 ○ Note: SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 	<ul style="list-style-type: none"> ▪ SC/PHYS1411 - Physics Fundamentals 1 (3.00) ▪ SC/PHYS1412 - Physics Fundamentals 2 (3.00) ▪ SC/PHYS1420 - Physics with Applications to Life Sciences (6.00) ▪ SC/PHYS1421 - Physics with Life Science Applications 1 (3.00) ▪ SC/PHYS1422 - Physics with Life Science Applications 2 (3.00) <ul style="list-style-type: none"> ○ Note: SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 ○ Note: SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 ○ Note: SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00
<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH1010 - Foundations of Global Health Studies (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ○ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ○ HH/GH2100 - Chronic Diseases & Care (3.00) ○ HH/GH2200 - Determinants of Health: Local to Global (3.00) ○ HH/GH3000 - Epidemiology and Global Health (3.00) ○ HH/GH3100 - Communicable Diseases and Care (3.00) ○ HH/GH3545 - Promoting Global Health (3.00) ○ HH/GH3740 - Health Care Planning for Communities (3.00) ○ HH/GH4010 - Global Health Ethics (3.00) ○ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ○ HH/GH4200 - Global Health Governance and Leadership (3.00) 	<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Passed the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) ○ HH/GH1010 - Foundations of Global Health Studies (3.00) ○ HH/GH2000 - Global Health Policy: Power and Politics (3.00) ○ HH/GH2010 - Methods and Approaches in Global Health Research (6.00) ○ HH/GH2100 - Chronic Diseases & Care (3.00) ○ HH/GH2200 - Determinants of Health: Local to Global (3.00) ○ HH/GH3000 - Epidemiology and Global Health (3.00) ○ HH/GH3100 - Communicable Diseases and Care (3.00) ○ HH/GH3545 - Promoting Global Health (3.00) ○ HH/GH3740 - Health Care Planning for Communities (3.00) ○ HH/GH4010 - Global Health Ethics (3.00) ○ HH/GH4100 - Policy and Program Evaluation in Global Health (3.00) ○ HH/GH4200 - Global Health Governance and Leadership (3.00)

- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global e-Health

- Complete all of the following

- Earned at least 21 credits from the following:
 - [HH/HLST2040](#) - Health Informatics 1: Introduction to Health Informatics (3.00)
 - [HH/HLST2050](#) - Global Health Informatics (3.00)
 - [HH/HLST3310](#) - Electronic Health Record (3.00)
 - [HH/HLST3320](#) - Health Database Applications (3.00)
 - [HH/HLST3341](#) - Health Informatics II: Health Information Systems (3.00)
 - [HH/HLST4310](#) - Analysis and Design of Health Information Systems (3.00)
 - [HH/HLST4320](#) - eHealth (3.00)
 - [HH/HLST4330](#) - Decision Making and Decision Support Systems in Healthcare (3.00)
 - [HH/HLST4340](#) - Health Technology Assessment (3.00)
 - [HH/HLST3330](#) - Global eHealth/Virtual Communities (3.00)
 - [HH/GH3200](#) - Creating Intercultural Safety (3.00)
- Note: HH/HLST 2040 3.00 or HH/HLST 2050 3.00

- [HH/GH4300](#) - Global Health Practicum (9.00)
- [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
- [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global e-Health

- Complete all of the following

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 - [HH/HLST2040](#) - Health Informatics 1: Introduction to Health Informatics (3.00)
 - [HH/HLST2050](#) - Global Health Informatics (3.00)
 - [HH/HLST3310](#) - Electronic Health Record (3.00)
 - [HH/HLST3320](#) - Health Database Applications (3.00)
 - [HH/HLST3341](#) - Health Informatics II: Health Information Systems (3.00)
 - [HH/HLST4310](#) - Analysis and Design of Health Information Systems (3.00)
 - [HH/HLST4320](#) - eHealth (3.00)
 - [HH/HLST4330](#) - Decision Making and Decision Support Systems in Healthcare (3.00)
 - [HH/HLST4340](#) - Health Technology Assessment (3.00)
 - [HH/HLST3330](#) - Global eHealth/Virtual Communities (3.00)
 - [HH/GH3200](#) - Creating Intercultural Safety (3.00)
 - [HH/GH3550](#) - Global Health Architecture (3.00)
 - [HH/GH4000](#) Cr=3.00
 - [EN - Independent Study \(3.00\)](#)
 - [HH/GH 4920 3.00](#)
- Note: HH/HLST 2040 3.00 or HH/HLST 2050 3.00

<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> A minimum of 42 credits must be taken 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. 	<p>Upper-Level Requirement</p> <ul style="list-style-type: none"> A minimum of 42 credits must be taken 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.
<p>Required Science Credits Outside the Major – Required Credits: <u>9</u></p> <p>Complete all of the following</p> <ul style="list-style-type: none"> Completed at least 9 credits from the following types of courses: in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from: All courses offered through the Faculty of Science and the Lassonde School of Engineering; All kinesiology and health science courses and all psychology courses Not taken any of the following: <ul style="list-style-type: none"> HH/KINE2380 - Introduction to Sport Administration (3.00) HH/KINE3240 - Behavioural Approach to Administration of Fitness and Sport (3.00) HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00) HH/KINE3430 - Canadian Culture and Physical Activity (3.00) HH/KINE3440 - Olympic Games: Heroes and Villains at Play (3.00) HH/KINE3490 - Sport Policy and Politics (3.00) HH/KINE3510 - Sport Marketing and Event Management (3.00) HH/KINE3580 - Coaching: The Strategy and Tactics of Sport (3.00) HH/KINE3620 - Sociology of Sport I (3.00) HH/KINE4340 - Sport, "Race" and Popular Culture in Canada (3.00) HH/KINE4370 - Body as Light: Meditation Practices (3.00) HH/KINE4375 - Body as Weapon: Martial Arts/Combat Training (3.00) HH/KINE4420 - Relaxation: Theory and Practice (3.00) HH/KINE4430 - Business Skills for Sport and Fitness Professionals (3.00) 	<p>Required Science Credits Outside the Major – Required Credits: <u>9</u></p> <p>Complete all of the following</p> <ul style="list-style-type: none"> Completed at least 9 credits from the following types of courses: in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from: All courses offered through the Faculty of Science and the Lassonde School of Engineering; All kinesiology and health science courses and all psychology courses Not taken any of the following: <ul style="list-style-type: none"> HH/KINE2380 - Introduction to Sport Administration (3.00) HH/KINE3240 - Behavioural Approach to Administration of Fitness and Sport (3.00) HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00) HH/KINE3430 - Canadian Culture and Physical Activity (3.00) HH/KINE3440 - Olympic Games: Heroes and Villains at Play (3.00) HH/KINE3490 - Sport Policy and Politics (3.00) HH/KINE3510 - Sport Marketing and Event Management (3.00) HH/KINE3580 - Coaching: The Strategy and Tactics of Sport (3.00) HH/KINE3620 - Sociology of Sport I (3.00) HH/KINE4340 - Sport, "Race" and Popular Culture in Canada (3.00) HH/KINE4370 - Body as Light: Meditation Practices (3.00) HH/KINE4375 - Body as Weapon: Martial Arts/Combat Training (3.00) HH/KINE4420 - Relaxation: Theory and Practice (3.00) HH/KINE4430 - Business Skills for Sport and Fitness Professionals (3.00)

<ul style="list-style-type: none"> o HH/KINE4480 - Sociology of Sport II (3.00) o HH/KINE4485 - Social Determinants of Physical Activity and Health in Canada (3.00) o HH/KINE4490 - Philosophical Issues in Kinesiology and Health Science (3.00) o HH/KINE4495 - Doctors, Trainers and Drugs: The Socio-Cultural Study of Sports and Medicine (3.00) o HH/KINE4560 - Physical Activity and Children: Pedagogy (3.00) o HH/KINE4620 - Counselling Skills for Kinesiology and Health Science (3.00) o HH/KINE4635 - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00) o HH/KINE4645 - Active Living and Ageing (3.00) o HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00) o HH/PSYC3350 - Cultural Psychology (3.00) o HH/PSYC3430 - Behaviour in Groups (3.00) o HH/PSYC3600 - Community Psychology (3.00) o HH/PSYC3630 - The Psychology of the Family (3.00) o HH/PSYC3670 - Psychology of Sexual Orientation (3.00) o HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00) 	<ul style="list-style-type: none"> o HH/KINE4480 - Sociology of Sport II (3.00) o HH/KINE4485 - Social Determinants of Physical Activity and Health in Canada (3.00) o HH/KINE4490 - Philosophical Issues in Kinesiology and Health Science (3.00) o HH/KINE4495 - Doctors, Trainers and Drugs: The Socio-Cultural Study of Sports and Medicine (3.00) o HH/KINE4560 - Physical Activity and Children: Pedagogy (3.00) o HH/KINE4620 - Counselling Skills for Kinesiology and Health Science (3.00) o HH/KINE4635 - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00) o HH/KINE4645 - Active Living and Ageing (3.00) o HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00) o HH/PSYC3350 - Cultural Psychology (3.00) o HH/PSYC3430 - Behaviour in Groups (3.00) o HH/PSYC3600 - Community Psychology (3.00) o HH/PSYC3630 - The Psychology of the Family (3.00) o HH/PSYC3670 - Psychology of Sexual Orientation (3.00) o HH/PSYC4891 Cr=6.00 EN - Applied Community/Industry Project (6.00)
<p>Electives – Required Credits: <u>3</u></p> <ul style="list-style-type: none"> • Completed at least 3 credits from the following types of courses: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits. 	<p>Electives – Required Credits: <u>3</u></p> <ul style="list-style-type: none"> • Completed at least 3 credits from the following types of courses: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.
Grand Total Credit Count – 120	Grand Total Credit Count – 120

Please note that since the new proposed courses do not exist, we cannot code them in the system. Once they are created, we can add them to this record.

Courses not found in the repository:

- HH/GH 4920 3.00