Major Modifications Proposal

1. Faculty: Health

2. Department: Kinesiology and Health Science

3. Program: Kinesiology and Health Science B.A. and B.Sc.

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

5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.): Changing of current practicum program from not-for-credit to for-credit (6.0 credits total) with a focus on attaining of newly developed School learning objectives and enhance experiential education component of the degree.

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

7. Effective Date: September 2023

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8. Provide a general description of the proposed changes to the program.

Currently students must complete 8 practicum (PKIN) courses, which carry zero credit weight. The current requirements are one each from: PKIN02XX, PKIN03XX, PKIN04XX, PKIN05XX, PKIN06XX and PKIN07XX, plus two electives from any of the PKIN categories.

The new practicum program will be titled the Integrative Physical Activity for Life (IPAL) program and will carry a different design, pedagogy and implementation. The IPAL program will consist of 2 mandatory year-long (Y) 3.0 credit courses, one to be taken in first year and the other to be taken in second year. With the addition of the 6 credits will not affect total credit requirements for graduation (i.e. will stay at 120 credits).

There was a removal of 6.0 general education credits within the Faculty of Health BSc degrees in 2019-20 (as part of the Pedagogy to Aid Transition major modification to improve first year transition curriculum), which allowed the space for us to add these 6.0 credits for the IPAL courses. Until this proposed change takes place, those 6.0 general education credits had been replaced by electives, but the proposed IPAL courses will see those credits in the core. The BA degree always had a larger number of elective credits, and that didn't change when the PAT major modification was approved. We think this is a reasonable substitution, since both IPAL courses will encompass all aspects of the First Year Transition pedagogy (now referred to as PATHS – Pedagogy to Aid Transition in Higher Education), which was deemed an important addition to Faculty of Health programs when that major modification was approved. It should be noted

that since KINE students tend to take more KINE courses necessary, we expect that for most students these 6 KINE credits will simply replace 6 KINE elective credits.

9. Provide the rationale for the proposed changes.

The current practicum program (PKIN) is rooted in the School's long history with beginnings as a Physical Education program, with the vast majority of students historically preparing for a career as a Physical Education teacher. Thus, the PKINs were designed to ensure that graduates were equipped with the knowledge on how to teach the activities in their career. The School has drastically expanded and changed its focus over time, as such the needs/desires of our current student population is not adequately reflected by the PKIN program. Furthermore, many of our current PKIN courses are evaluated based upon skill acquisition, rather than the achieving of School defined Program Learning outcomes. As a result, students have lost the understating of the importance of the PKIN program as a practical/experiential education component of their education. In addition, analyses of our current core course Program Learning Outcomes suggests that there needs to be an expansion of the opportunities for scaffolding of Program Learning Outcomes. The design of the Integrated Physical Activity for Life program will provide this expansion in a manner that is more directly linked to the core courses and more clearly evident to students.

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

These changes align with the University and Faculty of Health Academic Plans by improving the student experience as well as ensuring that all graduates from our program achieve our defined Program Learning Outcomes. Also, embedded within the new practicum program design are tangible additions to the curriculum around equity, diversity, inclusion and decolonization (EDID).

The IPAL program ensures that ever student experiences a meaningful experiential learning opportunity that is linked to the program outcomes, which is aligned with the 21st century learning priority of UAP 2020-2025. As part of the IPAL program, students focus on mental health and related issues. Students also learn about different population groups through inclusive physical activity. These are aligned with our 6th priority of Living Well Together. In addition to the UAPs, the IPAL program is aligned to SDG #3 Good Health and Well-Being by facilitating and promoting well-being for all at all ages. These required curricular experiential learning opportunities further prepare our graduates for when they enter the work field thus this is also aligned to SDG #4 Quality Education.

11. If applicable, provide a detailed outline of the changes to the program and the

associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes. Programs should have eight to twelve program learning outcomes. Describe how the achievement of the program learning outcomes will be assessed and how that assessment will be documented. (i.e., the mapping of the courses to the program learning outcomes; graduate outcomes).

In June 2020 the School of Kinesiology and Health Science approved 6 updated Program Learning Outcomes:

By the end of this program, graduates will be able to:
1.Compile a broad, multidisciplinary knowledge of the human body, health and physical activity across the lifespan.
2.Evaluate research and information about the human body, health and physical activity across different platforms and sources.
3.Understand the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.
4.Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.
5.Advocate for the fundamentals of physical activity and health of individuals and communities.
6.Practice assessment skills and apply knowledge about the human body, health and physical activity to daily life.
The overall design will have our IPAL courses delivered in a module/theme format. Three themes will be delivered in first year IPAL courses and three themes delivered in the second year IPAL courses.

First year (KINE1900):

Movement Literacy Introduces integrated movements, concepts and philosophies. Basic movement (run, throw, jump, etc.), dance, health-oriented martial arts (e.g. Tai Chi), posture and/or breathing skills. *Outcomes:1, 2, 4, 5, 6* *Introductory level*	**Mental Health & Physical Activity** Using physical activity to improve issues of anxiety, depression, stress, attentional focus (e.g. individual & dual sports category plus new activities to be developed) *Outcomes:1, 2, 3, 4, 5, 6* *Introductory level*	**Leadership through Physical Activity** Problem solving as a team; cooperative work to achieve a goal. (Use team sports/activities & low organizational games to develop). *Outcomes:1, 2, 4, 5, 6* *Introductory level*

Second year (KINE2900):

Inclusive Physical Activity Introduces students to special populations (Indigenous, differently abled, seniors, children/youth, new Canadians, etc.) and/or adaptive physical activity. *Outcomes:1, 2, 3, 4, 5, 6* *Developed level*	**Safety and Physical Activity** Prevention of injuries and the care given to a suddenly injured or ill person in order to sustain life and prevent further injury. Safety on land, water, ice. (e.g. Emergency Care, Aquatics). *Outcomes:1, 2, 4, 5, 6* *Developed level*	**Physically Active Lifestyles** Aerobic, flexibility, and muscle-strengthening activities to develop or maintain health. Some existing PKINs fit here. Some new ones required. *Outcomes:1, 2, 4, 5, 6* *Developed level*

Additional information regarding Learning Outcome Mapping and Assessments can be found in Appendices.

12. 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.

It is not anticipated that there will be an impact on any other program by the proposed changes. Although the 6 credits are being taken from electives, they had already been removed from the general education requirements in 2019-20 as part of the First Year Transition major modification in the Faculty of Health (BSc degree only; in the BA, those 6 credits became within-Faculty general education credits, again to allow for the introduction of First Year Transition pedagogy). It should also be noted that KINE students traditionally use their electives to take more KINE credits than is necessary, so in most cases we expect students to replace 6 credits of KINE electives with the new courses. As such, no formal consultation was conducted.

13. If applicable, describe changes to any admission requirements and on the appropriateness of the revised requirements for the achievement of the program learning outcomes.

There will be no changes to the School's admission requirements.

14. 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.

The current proposal will require new full-time teaching stream hires for full implementation, which have already been approved and filled. We currently have 3 faculty members hired (1 in progress) to support the IPAL program. Additional resource needs will be filled through CUPE-2 appointments and this new design will result in a reduction in the current resources required to offer our PKIN program.

15. When applicable, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the program learning outcomes.

The mode of delivery of the program will remain relatively the same. The major changes will revolve around the assessment (see point 16 below).

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

The assessment of teaching and learning will be revamped such that ALL program

learning outcomes (we have 6 defined PLOs) will be delivered and assessed through the IPAL 1 and IPAL 2 courses at the minimum of a “developed” level, which will greatly enhance the ability of our students to achieve “mastery” of our program learning outcomes through our core course delivery. IPAL courses will be designed in a way that all program learning outcomes will be part of the final course design.

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

We will continue to offer our current PKIN program for currently enrolled students at the same time we also offer our new IPAL program, which will ensure that all current students will be able to meet their graduation requirements. The number of PKIN section offerings (currently ~3000 per year), will decrease each year relative to the number of students who require them. It is anticipated that the need for PKIN offerings will be drastically reduced 5 years after the launch of IPAL (since no new student will begin the PKIN program), and that PKIN courses will no longer by offered after 7 years. If there are student who require PKINs for graduation beyond this point, accommodations will be made on a case-by-case basis (i.e., the School would accept participation in activities/courses previously outside of York as transfer, etc.). Based on time-to-completion data obtained from OIPA, it is anticipated that this number of students would be extremely small.

18. Provide the following appendices:

    A) Program Learning Outcomes (eight to twelve)

    B) 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): *(~~Strikethrough~~ for deletions)*	**Proposed Calendar Copy (Change To):** *(Additions in **bold**)*	**Proposed Calendar Copy (Change To; New Grading Scheme)** *(Additions in **bold**)*
Kinesiology and Health Science (Specialized Honours BA Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) ~~and all practicum requirements.~~ **General education:** a minimum of 18 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies	Kinesiology and Health Science (Specialized Honours BA Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+). **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	Kinesiology and Health Science (Specialized Honours BA Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of **2.00** (C). **General education:** a minimum of 18 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies

• six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science **Note 1:** It is strongly recommended that students complete the general education requirements above within their first 54 credits. **Note 2:** Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. **Note 3:** general education requirements are satisfied by 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	• six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science **Note 1:** It is strongly recommended that students complete the general education requirements above within their first 54 credits. **Note 2:** Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. **Note 3:** general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. **Note 4:** Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please	• six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science **Note 1:** It is strongly recommended that students complete the general education requirements above within their first 54 credits. **Note 2:** Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. **Note 3:** general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. **Note 4:** Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please

visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of ~~60~~ major credits in kinesiology and health science. Core Courses (~~42~~ credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level **Upper-level credits:** a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level. **Credits outside the major:** a minimum of 18 credits outside the major. Credits	visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of **66** major credits in kinesiology and health science. Core Courses (**48** credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • **HH/KINE 1900 3.00** • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • **HH/KINE 2900 3.00** • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level **Upper-level credits:** a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.	visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of **66** major credits in kinesiology and health science. Core Courses (**48** credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • **HH/KINE 1900 3.00** • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • **HH/KINE 2900 3.00** • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level **Upper-level credits:** a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

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~~• aquatics~~ ~~• dance/gymnastics~~ ~~• emergency care~~ ~~• individual and dual sports~~ ~~• team games/sports~~ ~~• track and field~~ ~~**Note:** students may take practicum (PKIN) courses on a pass/fail basis provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ Honours Double Major BA Program The Honours BA program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section.	Honours Double Major BA Program The Honours BA program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Honours Double Major Interdisciplinary BA Programs	Honours Double Major BA Program The Honours BA program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Honours Double Major Interdisciplinary BA Programs

Honours Double Major Interdisciplinary BA Programs The Honours BA program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least ~~48~~ credits in kinesiology and health science including the kinesiology and health science core, and at least 36 credits in the interdisciplinary program. Courses taken to meet kinesiology and health science requirements cannot also be used to meet requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in kinesiology and health science and six credits in the interdisciplinary program. For further details on requirements, see the listings for specific Honours Double Major Interdisciplinary BA programs in the Faculty of Liberal Arts and Professional Studies Programs of Study section of the Undergraduate Calendar. Honours Major/Minor BA Program The Honours BA program described above may be pursued jointly with any Honours Minor bachelor's degree	The Honours BA program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least **54** credits in kinesiology and health science including the kinesiology and health science core, and at least 36 credits in the interdisciplinary program. Courses taken to meet kinesiology and health science requirements cannot also be used to meet requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in kinesiology and health science and six credits in the interdisciplinary program. For further details on requirements, see the listings for specific Honours Double Major Interdisciplinary BA programs in the Faculty of Liberal Arts and Professional Studies Programs of Study section of the Undergraduate Calendar. Honours Major/Minor BA Program The Honours BA program described above may be pursued jointly with any Honours Minor bachelor's degree program in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts,	The Honours BA program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least **54** credits in kinesiology and health science including the kinesiology and health science core, and at least 36 credits in the interdisciplinary program. Courses taken to meet kinesiology and health science requirements cannot also be used to meet requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in kinesiology and health science and six credits in the interdisciplinary program. For further details on requirements, see the listings for specific Honours Double Major Interdisciplinary BA programs in the Faculty of Liberal Arts and Professional Studies Programs of Study section of the Undergraduate Calendar. Honours Major/Minor BA Program The Honours BA program described above may be pursued jointly with any Honours Minor bachelor's degree program in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the

program in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Honours Minor BA Program Students must complete a minimum of ~~42~~ credits in kinesiology and health science courses, including the kinesiology and health science core, with a minimum of six credits at the 4000 level. ~~**Practicum (PKIN):** in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ • ~~aquatics~~ • ~~dance/gymnastics~~ • ~~emergency care~~ • ~~individual and dual sports~~ • ~~team games/sports~~ • ~~track and field~~	Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Honours Minor BA Program Students must complete a minimum of **48** credits in kinesiology and health science courses, including the kinesiology and health science core, with a minimum of six credits at the 4000 level.	Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Honours Minor BA Program Students must complete a minimum of **48** credits in kinesiology and health science courses, including the kinesiology and health science core, with a minimum of six credits at the 4000 level.

~~**Note:** students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ Kinesiology and Health Science (Specialized Honours BSc Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) ~~and all practicum requirements.~~ **General education:** a minimum of 12 credits as follows: • six credits at the 1000 level in approved Faculty of Health	Kinesiology and Health Science (Specialized Honours BSc Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+). **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	Kinesiology and Health Science (Specialized Honours BSc Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of **2.00 (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

general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies **Note 1:** It is strongly recommended that students complete the general education requirements above within their first 54 credits. **Note 2:** Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. **Note 3:** general education requirements are satisfied by taking 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	**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/ Basic science requirement:	**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/ Basic science requirement:

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
	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
	
	Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.
	
	Major credits:
	
	Students must complete a minimum of 66 major credits in kinesiology and health science.
		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
		
		Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.
		
		Major credits:
		
		Students must complete a minimum of 66 major credits in kinesiology and health science.

○ SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00 ○ SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00 **Note:** Psychology students are strongly recommended to take LE/EECS 1570 3.00. Major credits: Students must complete a minimum of ~~60~~ major credits in kinesiology and health science. Core Courses (~~42~~ credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits	Core Courses (**48** credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • **HH/KINE 1900 3.00** • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • **HH/KINE 2900 3.00** • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level **Upper-level credits:** a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level. **Required science credits outside the major:** A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits	Core Courses (**48** credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • **HH/KINE 1900 3.00** • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • **HH/KINE 2900 3.00** • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level **Upper-level credits:** a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level. **Required science credits outside the major:** A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits

including six credits at the 4000 level
 	
Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.
 	
Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:
 	
• all courses offered through the Faculty of Science and the Lassonde School of Engineering;
• all psychology courses, excluding:
  ○ HH/PSYC 3350 3.00
  ○ HH/PSYC 3430 3.00
  ○ HH/PSYC 3600 3.00
  ○ HH/PSYC 3620 3.00
  ○ HH/PSYC 3630 3.00
  ○ HH/PSYC 3670 3.00
  ○ HH/PSYC 4891 6.00
 	
Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.
	outside the major can be selected from the following:
	
	• all courses offered through the Faculty of Science and the Lassonde School of Engineering;
	• all psychology courses, excluding:
	  ○ HH/PSYC 3350 3.00
	  ○ HH/PSYC 3430 3.00
	  ○ HH/PSYC 3600 3.00
	  ○ HH/PSYC 3620 3.00
	  ○ HH/PSYC 3630 3.00
	  ○ HH/PSYC 3670 3.00
	  ○ HH/PSYC 4891 6.00
	
	Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.
	
	Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level 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 psychology courses, excluding:
		  ○ HH/PSYC 3350 3.00
		  ○ HH/PSYC 3430 3.00
		  ○ HH/PSYC 3600 3.00
		  ○ HH/PSYC 3620 3.00
		  ○ HH/PSYC 3630 3.00
		  ○ HH/PSYC 3670 3.00
		  ○ HH/PSYC 4891 6.00
		
		Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.
		
		Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.

Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits. ~~**Practicum (PKIN):** in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ ~~• aquatics~~ ~~• dance/gymnastics~~ ~~• emergency care~~ ~~• individual and dual sports~~ ~~• team games/sports~~ ~~• track and field~~ ~~**Note:** students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~	Kinesiology and Health Science (Honours BSc Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+). **General education:** a minimum of 12 credits as follows:	Kinesiology and Health Science (Honours BSc Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of **2.00 (C).** **General education:** a minimum of 12 credits as follows:

Kinesiology and Health Science (Honours BSc Program): 120 Credits **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) ~~and all practicum requirements.~~ **General education:** a minimum of 12 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies **Note 1:** It is strongly recommended that students complete the general	• six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies **Note 1:** It is strongly recommended that students complete the general education requirements above within their first 54 credits. **Note 2:** Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. **Note 3:** general education requirements are satisfied by taking 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/.	• six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies **Note 1:** It is strongly recommended that students complete the general education requirements above within their first 54 credits. **Note 2:** Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. **Note 3:** general education requirements are satisfied by taking 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/.

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/
 	
Basic science requirement:
 	
A minimum of 15 credits as follows:
	Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
	
	Basic science requirement:
	
	A minimum of 15 credits as follows:
	
	• six credits in mathematics selected from:
	  ○ SC/MATH 1013 3.00
	  ○ SC/MATH 1014 3.00
	  ○ SC/MATH 1025 3.00
	  ○ SC/MATH 1506 3.00 **and** SC/MATH 1507 3.00
	• three credits selected from:
	  ○ LE/EECS 1520 3.00
	  ○ LE/EECS 1540 3.00
	  ○ LE/EECS 1570 3.00
	• six credits selected from:
	  ○ SC/BIOL 1000 3.00
	  ○ SC/BIOL 1001 3.00
	  ○ SC/CHEM 1000 3.00
	  ○ SC/CHEM 1001 3.00
	  ○ SC/PHYS 1410 6.00 **or** SC/PHYS 1420 6.00
		Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/
		
		Basic science requirement:
		
		A minimum of 15 credits as follows:
		
		• six credits in mathematics selected from:
		  ○ SC/MATH 1013 3.00
		  ○ SC/MATH 1014 3.00
		  ○ SC/MATH 1025 3.00
		  ○ SC/MATH 1506 3.00 **and** SC/MATH 1507 3.00
		• three credits selected from:
		  ○ LE/EECS 1520 3.00
		  ○ LE/EECS 1540 3.00
		  ○ LE/EECS 1570 3.00
		• six credits selected from:
		  ○ SC/BIOL 1000 3.00
		  ○ SC/BIOL 1001 3.00
		  ○ SC/CHEM 1000 3.00
		  ○ SC/CHEM 1001 3.00
		  ○ SC/PHYS 1410 6.00 **or** SC/PHYS 1420 6.00

- 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

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

Major credits:

  - SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
  - SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

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

Major credits:

Students must complete a minimum of **54** major credits in kinesiology and health science.

Core Courses (**48** credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- **HH/KINE 1900 3.00**
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- **HH/KINE 2900 3.00**
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least 6 additional kinesiology and health science (KINE) credits including six credits at the 4000 level

  - SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
  - SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

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

Major credits:

Students must complete a minimum of **54** major credits in kinesiology and health science.

Core Courses (**48** credits)

- HH/KINE 1000 6.00
- HH/KINE 1020 6.00
- **HH/KINE 1900 3.00**
- HH/KINE 2011 3.00
- HH/KINE 2031 3.00
- HH/KINE 2049 3.00
- HH/KINE 2050 3.00
- **HH/KINE 2900 3.00**
- HH/KINE 3000 3.00
- HH/KINE 3012 3.00
- HH/KINE 3020 3.00
- HH/KINE 3030 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- at least 6 additional kinesiology and health science (KINE) credits including six credits at the 4000 level

Students must complete a minimum of ~~48~~ major credits in kinesiology and health science.
 	
Core Courses (~~42~~ credits)
 	
• HH/KINE 1000 6.00
• HH/KINE 1020 6.00
• HH/KINE 2011 3.00
• HH/KINE 2031 3.00
• HH/KINE 2049 3.00
• HH/KINE 2050 3.00
• HH/KINE 3000 3.00
• HH/KINE 3012 3.00
• HH/KINE 3020 3.00
• HH/KINE 3030 3.00
• HH/KINE 4010 3.00
• HH/KINE 4020 3.00
• at least 6 additional kinesiology and health science (KINE) credits including six credits at the 4000 level
 	
Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including, 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.
 	
Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science
	Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including, 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.
	
	Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:
	
	• all courses offered through the Faculty of Science and Lassonde School of Engineering;
	• all psychology courses, excluding:
	  ○ HH/PSYC 3350 3.00
	  ○ HH/PSYC 3430 3.00
	  ○ HH/PSYC 3600 3.00
	  ○ HH/PSYC 3620 3.00
	  ○ HH/PSYC 3630 3.00
	  ○ HH/PSYC 3670 3.00
	  ○ HH/PSYC 4891 6.00
	
	Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.
	
	Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.
		Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including, 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.
		
		Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:
		
		• all courses offered through the Faculty of Science and Lassonde School of Engineering;
		• all psychology courses, excluding:
		  ○ HH/PSYC 3350 3.00
		  ○ HH/PSYC 3430 3.00
		  ○ HH/PSYC 3600 3.00
		  ○ HH/PSYC 3620 3.00
		  ○ HH/PSYC 3630 3.00
		  ○ HH/PSYC 3670 3.00
		  ○ HH/PSYC 4891 6.00
		
		Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.
		
		Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.

credits outside the major can be selected from the following:
 	
• all courses offered through the Faculty of Science and Lassonde School of Engineering;
• all psychology courses, excluding:
  ○ HH/PSYC 3350 3.00
  ○ HH/PSYC 3430 3.00
  ○ HH/PSYC 3600 3.00
  ○ HH/PSYC 3620 3.00
  ○ HH/PSYC 3630 3.00
  ○ HH/PSYC 3670 3.00
  ○ HH/PSYC 4891 6.00
 	
Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00.
 	
Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.
 	
~~**Practicum (PKIN):** in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~
 	
• ~~aquatics~~
	Honours Double Major BSc Program
	
	The Honours BSc program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section.
		Honours Double Major BSc Program
		
		The Honours BSc program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section.

• ~~dance/gymnastics~~ • ~~emergency care~~ • ~~individual and dual sports~~ • ~~team games/sports~~ • ~~track and field~~ **~~Note:~~** ~~students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ Honours Double Major BSc Program The Honours BSc program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 1. Students pursuing a double major or major/minor may be required	Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. Honours Major/Minor BSc Program The Honours BSc program described above may be pursued jointly with an Honours Minor bachelor's degree in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. Honours Minor BSc Program	Notes: 3. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 4. The science requirement outside the major is not applicable to the double major or major/minor. Honours Major/Minor BSc Program The Honours BSc program described above may be pursued jointly with an Honours Minor bachelor's degree in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 3. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 4. The science requirement outside the major is not applicable to the double major or major/minor. Honours Minor BSc Program

to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. Honours Major/Minor BSc Program The Honours BSc program described above may be pursued jointly with an Honours Minor bachelor's degree in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. Honours Minor BSc Program Students must complete a minimum of ~~42~~ credits in kinesiology and health	Students must complete a minimum of **48** credits in kinesiology and health science courses, including the kinesiology and health science core. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor.	Students must complete a minimum of **48** credits in kinesiology and health science courses, including the kinesiology and health science core. Notes: 3. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 4. The science requirement outside the major is not applicable to the double major or major/minor.

science courses, including the kinesiology and health science core. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. ~~Practicum (PKIN)~~ ~~In addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ • ~~aquatics~~ • ~~dance/gymnastics~~ • ~~emergency care~~ • ~~individual and dual sports~~ • ~~team games/sports~~ • ~~track and field~~ ~~**Note:** students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they~~		

~~obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ ~~Kinesiology and Health Science Practicum Program~~ ~~All students enrolled in Kinesiology and Health Science programs must complete the practicum core, which consists of one practicum course in each of the following six areas: aquatics, dance/gymnastics, emergency care, individual and dual sports, team sports, track and field and an additional two free choice practicum courses, for a total of eight courses. A detailed description of the course offerings and requirements is available from the School of Kinesiology and Health Science.~~ ~~Practicum Course List~~ ~~While practicum courses are required of all kinesiology and health science students in order to graduate, they are not applied towards the academic degree requirements in kinesiology and health science. The second digit of the~~		

~~practicum courses indicates the practicum area. One practicum course represents a total of 24 contact hours of sports activity or equivalent.~~ ~~Practicum courses provide professional preparation for kinesiology and health science students and as such may require vigorous physical activity. It is strongly recommended that every student in the practicum program have a medical examination prior to participating. Students with disabilities are considered on a case-by-case basis. Practicum courses are open to both men and women unless otherwise specified. For practicum course descriptions, please consult the School of Kinesiology and Health Science supplemental calendar.~~ ~~Aquatic Courses~~ • ~~HH/PKIN 0200 0.00~~ • ~~HH/PKIN 0240 0.00~~ • ~~HH/PKIN 0261 0.00~~ • ~~HH/PKIN 0262 0.00~~ • ~~HH/PKIN 0270 0.00~~ • ~~HH/PKIN 0285 0.00~~ • ~~HH/PKIN 0286 0.00~~ • ~~HH/PKIN 0291 0.00~~ • ~~HH/PKIN 0292 0.00~~ • ~~HH/PKIN 0294 0.00~~		

• ~~HH/PKIN 0295 0.00~~ ~~Dance/Gymnastics Courses~~ • ~~HH/PKIN 0500 0.00~~ • ~~HH/PKIN 0502 0.00~~ • ~~HH/PKIN 0503 0.00~~ • ~~HH/PKIN 0512 0.00~~ • ~~HH/PKIN 0513 0.00~~ • ~~HH/PKIN 0560 0.00~~ • ~~HH/PKIN 0562 0.00~~ • ~~HH/PKIN 0565 0.00~~ • ~~HH/PKIN 0570 0.00~~ • ~~HH/PKIN 0575 0.00~~ • ~~HH/PKIN 0585 0.00~~ • ~~HH/PKIN 0590 0.00~~ • ~~HH/PKIN 0597 0.00~~ ~~Emergency Care Courses~~ • ~~HH/PKIN 0750 0.00~~ • ~~HH/PKIN 0751 0.00~~ • ~~HH/PKIN 0761 0.00~~ • ~~HH/PKIN 0762 0.00~~ • ~~HH/PKIN 0770 0.00~~ ~~Individual and Dual Sports Courses~~ • ~~HH/PKIN 0400 0.00~~ • ~~HH/PKIN 0401 0.00~~ • ~~HH/PKIN 0402 0.00~~ • ~~HH/PKIN 0403 0.00~~ • ~~HH/PKIN 0404 0.00~~ • ~~HH/PKIN 0405 0.00~~ • ~~HH/PKIN 0406 0.00~~	Undergraduate Certificates The School of Kinesiology and Health Science offers two undergraduate certificates: 1. Certificate in Athletic Therapy 2. Certificate in Fitness Assessment and Exercise Counselling These certificates, upon successful application, may be taken concurrently	Undergraduate Certificates The School of Kinesiology and Health Science offers two undergraduate certificates: 3. Certificate in Athletic Therapy 4. Certificate in Fitness Assessment and Exercise Counselling These certificates, upon successful application, may be taken concurrently

• ~~HH/PKIN 0408 0.00~~ • ~~HH/PKIN 0409 0.00~~ • ~~HH/PKIN 0415 0.00~~ • ~~HH/PKIN 0435 0.00~~ • ~~HH/PKIN 0436 0.00~~ • ~~HH/PKIN 0440 0.00~~ • ~~HH/PKIN 0460 0.00~~ • ~~HH/PKIN 0465 0.00~~ ~~Team Sports Courses~~ • ~~HH/PKIN 0301 0.00~~ • ~~HH/PKIN 0302 0.00~~ • ~~HH/PKIN 0303 0.00~~ • ~~HH/PKIN 0305 0.00~~ • ~~HH/PKIN 0306 0.00~~ • ~~HH/PKIN 0308 0.00~~ • ~~HH/PKIN 0312 0.00~~ • ~~HH/PKIN 0313 0.00~~ • ~~HH/PKIN 0328 0.00~~ • ~~HH/PKIN 0329 0.00~~ • ~~HH/PKIN 0330 0.00~~ • ~~HH/PKIN 0332 0.00~~ • ~~HH/PKIN 0333 0.00~~ • ~~HH/PKIN 0340 0.00~~ • ~~HH/PKIN 0350 0.00~~ • ~~HH/PKIN 0390 0.00~~ • ~~HH/PKIN 0392 0.00~~ ~~Track and Field Courses~~ • ~~HH/PKIN 0600 0.00~~ • ~~HH/PKIN 0610 0.00~~	with an Honours degree. Upon graduation, students who have successfully completed the degree and certificate requirements receive a certificate in addition to the undergraduate degree. Students may only enrol in one certificate stream at a time. Course Substitutes The School of Kinesiology and Health Science does not recognize any course substitutes for its academic course requirements. Students who complete a course offered by another unit or program that is a course exclusion with a kinesiology course must replace the corresponding kinesiology course with another kinesiology course of equal or greater credit value at the same year level or higher.	with an Honours degree. Upon graduation, students who have successfully completed the degree and certificate requirements receive a certificate in addition to the undergraduate degree. Students may only enrol in one certificate stream at a time. Course Substitutes The School of Kinesiology and Health Science does not recognize any course substitutes for its academic course requirements. Students who complete a course offered by another unit or program that is a course exclusion with a kinesiology course must replace the corresponding kinesiology course with another kinesiology course of equal or greater credit value at the same year level or higher.

~~Additional Courses~~ • ~~HH/PKIN 0801 0.00~~ • ~~HH/PKIN 0811 0.00~~ • ~~HH/PKIN 0812 0.00~~ • ~~HH/PKIN 0813 0.00~~ • ~~HH/PKIN 0821 0.00~~ • ~~HH/PKIN 0822 0.00~~ • ~~HH/PKIN 0840 0.00~~ • ~~HH/PKIN 0861 0.00~~ • ~~HH/PKIN 0862 0.00~~ Undergraduate Certificates The School of Kinesiology and Health Science offers two undergraduate certificates: 1. Certificate in Athletic Therapy 2. Certificate in Fitness Assessment and Exercise Counselling These certificates, upon successful application, may be taken concurrently with an Honours degree. Upon graduation, students who have successfully completed the degree and certificate requirements receive a certificate in addition to the undergraduate degree. Students may only enrol in one certificate stream at a time. Course Substitutes		

The School of Kinesiology and Health Science does not recognize any course substitutes for its academic course requirements. Students who complete a course offered by another unit or program that is a course exclusion with a kinesiology course must replace the corresponding kinesiology course with another kinesiology course of equal or greater credit value at the same year level or higher.		

Existing Calendar Copy (Change From): *(~~Strikethrough~~ for deletions)*	**Proposed Calendar Copy (Change To):** *(Additions in **bold**)*	**Proposed Calendar Copy (Change To; New Grading Scheme)** *(Additions in **bold**)*
Kinesiology and Health Science (Specialized Honours BA Program): 120 Credits Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) ~~and all practicum requirements.~~ General education: a minimum of 18 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional	Kinesiology and Health Science (Specialized Honours BA Program): 120 Credits Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+). General education: a minimum of 18 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional credits	Kinesiology and Health Science (Specialized Honours BA Program): 120 Credits Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 2.00 (C). General education: a minimum of 18 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional credits

credits not being used to fulfil general education may count toward electives. Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of ~~60~~ major credits in kinesiology and health science. Core Courses (~~42~~ credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00	not being used to fulfil general education may count toward electives. Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of 66 major credits in kinesiology and health science. Core Courses (48 credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 2900 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00	not being used to fulfil general education may count toward electives. Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of 66 major credits in kinesiology and health science. Core Courses (48 credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 2900 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00

• at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level. Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits. ~~Practicum (PKIN): in addition to the 120-credit minimum degree requirement, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ ~~• aquatics~~ ~~• dance/gymnastics~~ ~~• emergency care~~ ~~• individual and dual sports~~ ~~• team games/sports~~ ~~• track and field~~ ~~Note: students may take practicum (PKIN) courses on a pass/fail basis provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ Kinesiology and Health Science (Honours BA Program): 120 Credits	• HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level. Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits. Kinesiology and Health Science (Honours BA Program): 120 Credits	• HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level. Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits. Kinesiology and Health Science (Honours BA Program): 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) ~~and all practicum requirements.~~ General education: a minimum of 18 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional credits not being used to 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	Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+). General education: a minimum of 18 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional credits not being used to 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	Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 2.00 (C). General education: a minimum of 18 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education

education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of ~~48~~ major credits in kinesiology and health science, including at least 12 credits at the 4000 level. Core Courses (~~42~~ credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least six additional kinesiology and health science (KINE) credits at the 4000 level	courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of 54 major credits in kinesiology and health science, including at least 12 credits at the 4000 level. Core Courses (48 credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 2900 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least six additional kinesiology and health science (KINE) credits at the 4000 level	courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Major credits: Students must complete a minimum of 54 major credits in kinesiology and health science, including at least 12 credits at the 4000 level. Core Courses (48 credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 2900 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least six additional kinesiology and health science (KINE) credits at the 4000 level

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level. Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits. ~~Practicum (PKIN): in addition to the 120-credit minimum degree requirement, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ • ~~aquatics~~ • ~~dance/gymnastics~~ • ~~emergency care~~ • ~~individual and dual sports~~ • ~~team games/sports~~ • ~~track and field~~ ~~Note: students may take practicum (PKIN) courses on a pass/fail basis provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ Honours Double Major BA Program The Honours BA program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and	Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level. Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits. Honours Double Major BA Program The Honours BA program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Environmental and Urban Change, the Faculty of	Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level. Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits. Honours Double Major BA Program The Honours BA program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Environmental and Urban Change, the Faculty of

Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Honours Double Major Interdisciplinary BA Programs The Honours BA program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least ~~48~~ credits in kinesiology and health science including the kinesiology and health science core, and at least 36 credits in the interdisciplinary program. Courses taken to meet kinesiology and health science requirements cannot also be used to meet requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in kinesiology and health science and six credits in the interdisciplinary program. For further details on requirements, see the listings for specific Honours Double Major Interdisciplinary BA programs in the Faculty of Liberal Arts and Professional Studies Programs of Study section of the Undergraduate Calendar. Honours Major/Minor BA Program The Honours BA program described above may be pursued jointly with any Honours Minor bachelor's degree program in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering	Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Honours Double Major Interdisciplinary BA Programs The Honours BA program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least 54 credits in kinesiology and health science including the kinesiology and health science core, and at least 36 credits in the interdisciplinary program. Courses taken to meet kinesiology and health science requirements cannot also be used to meet requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in kinesiology and health science and six credits in the interdisciplinary program. For further details on requirements, see the listings for specific Honours Double Major Interdisciplinary BA programs in the Faculty of Liberal Arts and Professional Studies Programs of Study section of the Undergraduate Calendar. Honours Major/Minor BA Program The Honours BA program described above may be pursued jointly with any Honours Minor bachelor's degree program in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering	Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Honours Double Major Interdisciplinary BA Programs The Honours BA program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least 54 credits in kinesiology and health science including the kinesiology and health science core, and at least 36 credits in the interdisciplinary program. Courses taken to meet kinesiology and health science requirements cannot also be used to meet requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in kinesiology and health science and six credits in the interdisciplinary program. For further details on requirements, see the listings for specific Honours Double Major Interdisciplinary BA programs in the Faculty of Liberal Arts and Professional Studies Programs of Study section of the Undergraduate Calendar. Honours Major/Minor BA Program The Honours BA program described above may be pursued jointly with any Honours Minor bachelor's degree program in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering

as listed in the Faculty of Health Rules and Regulations section. Honours Minor BA Program Students must complete a minimum of ~~42~~ credits in kinesiology and health science courses, including the kinesiology and health science core, with a minimum of six credits at the 4000 level. ~~Practicum (PKIN): in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ • ~~aquatics~~ • ~~dance/gymnastics~~ • ~~emergency care~~ • ~~individual and dual sports~~ • ~~team games/sports~~ • ~~track and field~~ ~~Note: students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ Kinesiology and Health Science (Specialized Honours BSc Program): 120 Credits	as listed in the Faculty of Health Rules and Regulations section. Honours Minor BA Program Students must complete a minimum of 48 credits in kinesiology and health science courses, including the kinesiology and health science core, with a minimum of six credits at the 4000 level. Kinesiology and Health Science (Specialized Honours BSc Program): 120 Credits	as listed in the Faculty of Health Rules and Regulations section. Honours Minor BA Program Students must complete a minimum of 48 credits in kinesiology and health science courses, including the kinesiology and health science core, with a minimum of six credits at the 4000 level. Kinesiology and Health Science (Specialized Honours BSc Program): 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) ~~and all practicum requirements.~~ General education: a minimum of 12 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information	Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+). General education: a minimum of 12 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives. Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please	Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 2.00 (C). General education: a minimum of 12 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general 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

please visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Basic science requirement: A minimum of 15 credits as follows: • six credits in mathematics selected from: o SC/MATH 1013 3.00 o SC/MATH 1014 3.00 o SC/MATH 1025 3.00 o SC/MATH 1506 3.00 and SC/MATH 1507 3.00 • three credits selected from: o LE/EECS 1520 3.00 o LE/EECS 1540 3.00 o LE/EECS 1570 3.00 • six credits selected from: o SC/BIOL 1000 3.00 o SC/BIOL 1001 3.00 o SC/CHEM 1000 3.00 o SC/CHEM 1001 3.00 o SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 o SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 o SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00	visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Basic science requirement: A minimum of 15 credits as follows: • six credits in mathematics selected from: o SC/MATH 1013 3.00 o SC/MATH 1014 3.00 o SC/MATH 1025 3.00 o SC/MATH 1506 3.00 and SC/MATH 1507 3.00 • three credits selected from: o LE/EECS 1520 3.00 o LE/EECS 1540 3.00 o LE/EECS 1570 3.00 • six credits selected from: o SC/BIOL 1000 3.00 o SC/BIOL 1001 3.00 o SC/CHEM 1000 3.00 o SC/CHEM 1001 3.00 o SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 o SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 o SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00	visit yorku.ca/health/academic-resources/general-education-requirements/. Note 4: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/ Basic science requirement: A minimum of 15 credits as follows: • six credits in mathematics selected from: o SC/MATH 1013 3.00 o SC/MATH 1014 3.00 o SC/MATH 1025 3.00 o SC/MATH 1506 3.00 and SC/MATH 1507 3.00 • three credits selected from: o LE/EECS 1520 3.00 o LE/EECS 1540 3.00 o LE/EECS 1570 3.00 • six credits selected from: o SC/BIOL 1000 3.00 o SC/BIOL 1001 3.00 o SC/CHEM 1000 3.00 o SC/CHEM 1001 3.00 o SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 o SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 o SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00

Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00. Major credits: Students must complete a minimum of ~~60~~ major credits in kinesiology and health science. Core Courses (~~42~~ credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level. Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:	Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00. Major credits: Students must complete a minimum of 66 major credits in kinesiology and health science. Core Courses (48 credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 2900 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level. Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:	Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00. Major credits: Students must complete a minimum of 66 major credits in kinesiology and health science. Core Courses (48 credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 2900 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 18 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level. Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:

• all courses offered through the Faculty of Science and the Lassonde School of Engineering; • all psychology courses, excluding: o HH/PSYC 3350 3.00 o HH/PSYC 3430 3.00 o HH/PSYC 3600 3.00 o HH/PSYC 3620 3.00 o HH/PSYC 3630 3.00 o HH/PSYC 3670 3.00 o HH/PSYC 4891 6.00 Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00. Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits. ~~Practicum (PKIN): in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ ~~• aquatics~~ ~~• dance/gymnastics~~ ~~• emergency care~~ ~~• individual and dual sports~~ ~~• team games/sports~~ ~~• track and field~~ ~~Note: students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the~~	• all courses offered through the Faculty of Science and the Lassonde School of Engineering; • all psychology courses, excluding: o HH/PSYC 3350 3.00 o HH/PSYC 3430 3.00 o HH/PSYC 3600 3.00 o HH/PSYC 3620 3.00 o HH/PSYC 3630 3.00 o HH/PSYC 3670 3.00 o HH/PSYC 4891 6.00 Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00. Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.	• all courses offered through the Faculty of Science and the Lassonde School of Engineering; • all psychology courses, excluding: o HH/PSYC 3350 3.00 o HH/PSYC 3430 3.00 o HH/PSYC 3600 3.00 o HH/PSYC 3620 3.00 o HH/PSYC 3630 3.00 o HH/PSYC 3670 3.00 o HH/PSYC 4891 6.00 Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00. Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.

~~Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ Kinesiology and Health Science (Honours BSc Program): 120 Credits Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+) ~~and all practicum requirements.~~ General education: a minimum of 12 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional	Kinesiology and Health Science (Honours BSc Program): 120 Credits Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+). General education: a minimum of 12 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits. Note 2: Students may complete a maximum of 30 credits in general education; any additional credits	Kinesiology and Health Science (Honours BSc Program): 120 Credits Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 2.00 (C). General education: a minimum of 12 credits as follows: • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies • six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

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/ Basic science requirement: A minimum of 15 credits as follows: • six credits in mathematics selected from: o SC/MATH 1013 3.00 o SC/MATH 1014 3.00 o SC/MATH 1025 3.00 o SC/MATH 1506 3.00 and SC/MATH 1507 3.00 • three credits selected from: o LE/EECS 1520 3.00 o LE/EECS 1540 3.00 o LE/EECS 1570 3.00 • six credits selected from: o SC/BIOL 1000 3.00 o SC/BIOL 1001 3.00 o SC/CHEM 1000 3.00 o SC/CHEM 1001 3.00	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/ Basic science requirement: A minimum of 15 credits as follows: • six credits in mathematics selected from: o SC/MATH 1013 3.00 o SC/MATH 1014 3.00 o SC/MATH 1025 3.00 o SC/MATH 1506 3.00 and SC/MATH 1507 3.00 • three credits selected from: o LE/EECS 1520 3.00 o LE/EECS 1540 3.00 o LE/EECS 1570 3.00 • six credits selected from: o SC/BIOL 1000 3.00 o SC/BIOL 1001 3.00 o SC/CHEM 1000 3.00 o SC/CHEM 1001 3.00	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/ Basic science requirement: A minimum of 15 credits as follows: • six credits in mathematics selected from: o SC/MATH 1013 3.00 o SC/MATH 1014 3.00 o SC/MATH 1025 3.00 o SC/MATH 1506 3.00 and SC/MATH 1507 3.00 • three credits selected from: o LE/EECS 1520 3.00 o LE/EECS 1540 3.00 o LE/EECS 1570 3.00 • six credits selected from: o SC/BIOL 1000 3.00 o SC/BIOL 1001 3.00 o SC/CHEM 1000 3.00

o SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 o SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 o SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00. Major credits: Students must complete a minimum of ~~48~~ major credits in kinesiology and health science. Core Courses (~~42~~ credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 6 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including, 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level. Required science credits outside the major: A minimum of nine credits in science disciplines	o SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 o SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 o SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00. Major credits: Students must complete a minimum of 54 major credits in kinesiology and health science. Core Courses (48 credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 2900 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 6 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including, 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.	o SC/CHEM 1001 3.00 o SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 o SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 o SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00. Major credits: Students must complete a minimum of 54 major credits in kinesiology and health science. Core Courses (48 credits) • HH/KINE 1000 6.00 • HH/KINE 1020 6.00 • HH/KINE 1900 3.00 • HH/KINE 2011 3.00 • HH/KINE 2031 3.00 • HH/KINE 2049 3.00 • HH/KINE 2050 3.00 • HH/KINE 2900 3.00 • HH/KINE 3000 3.00 • HH/KINE 3012 3.00 • HH/KINE 3020 3.00 • HH/KINE 3030 3.00 • HH/KINE 4010 3.00 • HH/KINE 4020 3.00 • at least 6 additional kinesiology and health science (KINE) credits including six credits at the 4000 level Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including, 18 credits at

outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following: • all courses offered through the Faculty of Science and Lassonde School of Engineering; • all psychology courses, excluding: o HH/PSYC 3350 3.00 o HH/PSYC 3430 3.00 o HH/PSYC 3600 3.00 o HH/PSYC 3620 3.00 o HH/PSYC 3630 3.00 o HH/PSYC 3670 3.00 o HH/PSYC 4891 6.00 Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00. Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits. ~~Practicum (PKIN): in addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ • ~~aquatics~~ • ~~dance/gymnastics~~ • ~~emergency care~~ • ~~individual and dual sports~~ • ~~team games/sports~~ • ~~track and field~~	Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following: • all courses offered through the Faculty of Science and Lassonde School of Engineering; • all psychology courses, excluding: o HH/PSYC 3350 3.00 o HH/PSYC 3430 3.00 o HH/PSYC 3600 3.00 o HH/PSYC 3620 3.00 o HH/PSYC 3630 3.00 o HH/PSYC 3670 3.00 o HH/PSYC 4891 6.00 Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00. Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.	the 3000 or 4000 level in the major with 12 credits at the 4000 level. Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following: • all courses offered through the Faculty of Science and Lassonde School of Engineering; • all psychology courses, excluding: o HH/PSYC 3350 3.00 o HH/PSYC 3430 3.00 o HH/PSYC 3600 3.00 o HH/PSYC 3620 3.00 o HH/PSYC 3630 3.00 o HH/PSYC 3670 3.00 o HH/PSYC 4891 6.00 Note: Kinesiology and Health Science students are strongly recommended to take HH/PSYC 1010 6.00. Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.

~~Note: students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office.~~ ~~Refer to the end of this section for the practicum course list.~~ Honours Double Major BSc Program The Honours BSc program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. Honours Major/Minor BSc Program The Honours BSc program described above may be pursued jointly with an Honours Minor bachelor's degree in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts,	Honours Double Major BSc Program The Honours BSc program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. Honours Major/Minor BSc Program The Honours BSc program described above may be pursued jointly with an Honours Minor bachelor's degree in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering	Honours Double Major BSc Program The Honours BSc program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 3. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 4. The science requirement outside the major is not applicable to the double major or major/minor. Honours Major/Minor BSc Program The Honours BSc program described above may be pursued jointly with an Honours Minor bachelor's

Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. Honours Minor BSc Program Students must complete a minimum of ~~42~~ credits in kinesiology and health science courses, including the kinesiology and health science core. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. ~~Practicum (PKIN)~~ ~~In addition to the 120-credit minimum degree requirement for the double major and major/minor options, students must take eight practicum (PKIN) courses including at least one course in each of the following practicum areas:~~ • ~~aquatics~~	as listed in the Faculty of Health Rules and Regulations section. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor. Honours Minor BSc Program Students must complete a minimum of 48 credits in kinesiology and health science courses, including the kinesiology and health science core. Notes: 1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 2. The science requirement outside the major is not applicable to the double major or major/minor.	degree in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section. Notes: 3. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 4. The science requirement outside the major is not applicable to the double major or major/minor. Honours Minor BSc Program Students must complete a minimum of 48 credits in kinesiology and health science courses, including the kinesiology and health science core. Notes: 3. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements. 4. The science requirement outside the major is not applicable to the double major or major/minor.

• dance/gymnastics • emergency care • individual and dual sports • team games/sports • track and field Note: students may take practicum (PKIN) courses on a pass/fail basis, provided that they apply to do so within the first two weeks of classes, that they obtain the signature of the course director on the applicable form and that the completed form is submitted to the Kinesiology and Health Science Undergraduate Office. Refer to the end of this section for the practicum course list. Kinesiology and Health Science Practicum Program All students enrolled in Kinesiology and Health Science programs must complete the practicum core, which consists of one practicum course in each of the following six areas: aquatics, dance/gymnastics, emergency care, individual and dual sports, team sports, track and field and an additional two free choice practicum courses, for a total of eight courses. A detailed description of the course offerings and requirements is available from the School of Kinesiology and Health Science. Practicum Course List While practicum courses are required of all kinesiology and health science students in order to graduate, they are not applied towards the academic degree requirements in kinesiology and health science. The second digit of the practicum courses indicates the practicum area.		

~~One practicum course represents a total of 24 contact hours of sports activity or equivalent.~~ ~~Practicum courses provide professional preparation for kinesiology and health science students and as such may require vigorous physical activity. It is strongly recommended that every student in the practicum program have a medical examination prior to participating. Students with disabilities are considered on a case-by-case basis. Practicum courses are open to both men and women unless otherwise specified. For practicum course descriptions, please consult the School of Kinesiology and Health Science supplemental calendar.~~ ~~Aquatic Courses~~ • ~~HH/PKIN 0200 0.00~~ • ~~HH/PKIN 0240 0.00~~ • ~~HH/PKIN 0261 0.00~~ • ~~HH/PKIN 0262 0.00~~ • ~~HH/PKIN 0270 0.00~~ • ~~HH/PKIN 0285 0.00~~ • ~~HH/PKIN 0286 0.00~~ • ~~HH/PKIN 0291 0.00~~ • ~~HH/PKIN 0292 0.00~~ • ~~HH/PKIN 0294 0.00~~ • ~~HH/PKIN 0295 0.00~~ ~~Dance/Gymnastics Courses~~ • ~~HH/PKIN 0500 0.00~~ • ~~HH/PKIN 0502 0.00~~ • ~~HH/PKIN 0503 0.00~~ • ~~HH/PKIN 0512 0.00~~ • ~~HH/PKIN 0513 0.00~~ • ~~HH/PKIN 0560 0.00~~ • ~~HH/PKIN 0562 0.00~~ • ~~HH/PKIN 0565 0.00~~		

• ~~HH/PKIN 0570 0.00~~ • ~~HH/PKIN 0575 0.00~~ • ~~HH/PKIN 0585 0.00~~ • ~~HH/PKIN 0590 0.00~~ • ~~HH/PKIN 0597 0.00~~ ~~Emergency Care Courses~~ • ~~HH/PKIN 0750 0.00~~ • ~~HH/PKIN 0751 0.00~~ • ~~HH/PKIN 0761 0.00~~ • ~~HH/PKIN 0762 0.00~~ • ~~HH/PKIN 0770 0.00~~ ~~Individual and Dual Sports Courses~~ • ~~HH/PKIN 0400 0.00~~ • ~~HH/PKIN 0401 0.00~~ • ~~HH/PKIN 0402 0.00~~ • ~~HH/PKIN 0403 0.00~~ • ~~HH/PKIN 0404 0.00~~ • ~~HH/PKIN 0405 0.00~~ • ~~HH/PKIN 0406 0.00~~ • ~~HH/PKIN 0408 0.00~~ • ~~HH/PKIN 0409 0.00~~ • ~~HH/PKIN 0415 0.00~~ • ~~HH/PKIN 0435 0.00~~ • ~~HH/PKIN 0436 0.00~~ • ~~HH/PKIN 0440 0.00~~ • ~~HH/PKIN 0460 0.00~~ • ~~HH/PKIN 0465 0.00~~ ~~Team Sports Courses~~ • ~~HH/PKIN 0301 0.00~~ • ~~HH/PKIN 0302 0.00~~ • ~~HH/PKIN 0303 0.00~~ • ~~HH/PKIN 0305 0.00~~ • ~~HH/PKIN 0306 0.00~~ • ~~HH/PKIN 0308 0.00~~ • ~~HH/PKIN 0312 0.00~~		

~~• HH/PKIN 0313 0.00~~ ~~• HH/PKIN 0328 0.00~~ ~~• HH/PKIN 0329 0.00~~ ~~• HH/PKIN 0330 0.00~~ ~~• HH/PKIN 0332 0.00~~ ~~• HH/PKIN 0333 0.00~~ ~~• HH/PKIN 0340 0.00~~ ~~• HH/PKIN 0350 0.00~~ ~~• HH/PKIN 0390 0.00~~ ~~• HH/PKIN 0392 0.00~~ ~~Track and Field Courses~~ ~~• HH/PKIN 0600 0.00~~ ~~• HH/PKIN 0610 0.00~~ ~~Additional Courses~~ ~~• HH/PKIN 0801 0.00~~ ~~• HH/PKIN 0811 0.00~~ ~~• HH/PKIN 0812 0.00~~ ~~• HH/PKIN 0813 0.00~~ ~~• HH/PKIN 0821 0.00~~ ~~• HH/PKIN 0822 0.00~~ ~~• HH/PKIN 0840 0.00~~ ~~• HH/PKIN 0861 0.00~~ ~~• HH/PKIN 0862 0.00~~ Undergraduate Certificates The School of Kinesiology and Health Science offers two undergraduate certificates: 1. Certificate in Athletic Therapy 2. Certificate in Fitness Assessment and Exercise Counselling These certificates, upon successful application, may be taken concurrently with an Honours degree. Upon graduation, students who have	Undergraduate Certificates The School of Kinesiology and Health Science offers two undergraduate certificates: 1. Certificate in Athletic Therapy 2. Certificate in Fitness Assessment and Exercise Counselling These certificates, upon successful application, may be taken concurrently with an Honours degree. Upon graduation, students who have successfully	Undergraduate Certificates The School of Kinesiology and Health Science offers two undergraduate certificates: 3. Certificate in Athletic Therapy

successfully completed the degree and certificate requirements receive a certificate in addition to the undergraduate degree. Students may only enrol in one certificate stream at a time. Course Substitutes The School of Kinesiology and Health Science does not recognize any course substitutes for its academic course requirements. Students who complete a course offered by another unit or program that is a course exclusion with a kinesiology course must replace the corresponding kinesiology course with another kinesiology course of equal or greater credit value at the same year level or higher.	completed the degree and certificate requirements receive a certificate in addition to the undergraduate degree. Students may only enrol in one certificate stream at a time. Course Substitutes The School of Kinesiology and Health Science does not recognize any course substitutes for its academic course requirements. Students who complete a course offered by another unit or program that is a course exclusion with a kinesiology course must replace the corresponding kinesiology course with another kinesiology course of equal or greater credit value at the same year level or higher.	4. Certificate in Fitness Assessment and Exercise Counselling These certificates, upon successful application, may be taken concurrently with an Honours degree. Upon graduation, students who have successfully completed the degree and certificate requirements receive a certificate in addition to the undergraduate degree. Students may only enrol in one certificate stream at a time. Course Substitutes The School of Kinesiology and Health Science does not recognize any course substitutes for its academic course requirements. Students who complete a course offered by another unit or program that is a course exclusion with a kinesiology course must replace the corresponding kinesiology course with another kinesiology course of equal or greater credit value at the same year level or higher.

Detailed Curriculum Map

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

Kinesiology Core Courses (Major Requirements)

		Program Learning Outcomes					
Kinesiology Core Courses (42 credits)		1. Compile a broad, multidisciplinary knowledge of the human body, health (broadly defined), and physical activity across the lifespan.	2. Evaluate research and information about the human body, health (broadly defined), and physical activity, across different platforms and sources.	3. Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	4. Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	5. Promote the fundamentals of physical activity and health of individuals and communities.	6. Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 1XXX 3.00 Integrated Physical Activity for Life I	Level taught (assessed)	I (I)	I (I)	I (I)	I (I)	I (I)	I (I)
	Assessment methods	02, 03, 05, 06, 07, 19, 23	03, 06, 07, 19	02, 03, 06, 07, 19	03, 05, 19, 23	01, 05, 07, 23	02, 03, 05, 06, 07, 19, 23
KINE 1000 6.00 Sociocultural Perspectives in Kinesiology	Level taught (assessed)	M (I)		M (D)	D (D)		
	Assessment methods	01, 02,10, 11, 13, 14, 21, 22		01, 02, 03, 10, 12, 13, 14, 15, 19, 22	01, 02, 07, 10, 12, 13, 14, 19, 22		
KINE 1020 6.00 Fitness and Health	Level taught (assessed)	I (D)	I (I)	I (I)	I (D)	I (I)	I (D)
	Assessment methods	07, 11, 13	13	13	01, 19	13	07, 11

Kinesiology Core Courses (42 credits)		Program Learning Outcomes					
		1. Compile a broad, multidisciplinary knowledge of the human body, health (broadly defined), and physical activity across the lifespan.	2. Evaluate research and information about the human body, health (broadly defined), and physical activity, across different platforms and sources.	3. Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	4. Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	5. Promote the fundamentals of physical activity and health of individuals and communities.	6. Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 2XXX 3.00 Integrated Physical Activity for Life II	Level taught (assessed)	D (D)	D (D)	D (D)	D (D)	D (D)	D (D)
	Assessment methods	01, 02, 07, 19, 23	02, 07, 19, 23	01, 02, 07, 19, 23	02, 06, 19, 23	01, 07, 23	02, 06, 07, 19, 23
KINE 2011 3.00 Human Physiology I	Level taught (assessed)	I (I)	I (I)				
	Assessment methods	10	10				
KINE 2031 3.00 Human Anatomy	Level taught (assessed)	D (I)					I (I)
	Assessment methods	10, 22					10
KINE 2049 3.00 Research Methods in Kinesiology	Level taught (assessed)	I	D (D)	I (D)	I (I)	I	
	Assessment methods		10, 11, 13, 20	02, 10, 13	11, 13		
KINE 2050 3.00 Analysis of Data in Kinesiology	Level taught (assessed)		I (I)	I	I (D)		I (I)
	Assessment methods		04, 11, 13		04, 11, 13		04, 11, 13
KINE 3000 3.00 Psychology of Physical Activity and Health	Level taught (assessed)	D	D (D)		I	I (D)	
	Assessment methods		01, 22			01, 22	
KINE 3012 3.00 Human Physiology II	Level taught (assessed)	D (D)	D (D)		I	I (I)	I (I)
	Assessment methods	10, 13	10, 13			10, 13	10, 11
KINE 3020 3.00 Skilled Performance and Motor Learning	Level taught (assessed)	D (D)	I (I)		I (I)	I	I (I)
	Assessment methods	11, 13, 14	11, 13		11		13
KINE 3030 3.00 Biomechanics of Human Movement	Level taught (assessed)	D (D)	I			I	D (D)
	Assessment methods	02, 04, 07, 11, 13, 14, 22					02, 04, 07, 11, 13, 14, 22
KINE 4010 3.00 Exercise Physiology	Level taught (assessed)	M (D)				I	D
	Assessment methods	02, 13					

Kinesiology Core Courses (42 credits)		Program Learning Outcomes					
		1. Compile a broad, multidisciplinary knowledge of the human body, health (broadly defined), and physical activity across the lifespan.	2. Evaluate research and information about the human body, health (broadly defined), and physical activity, across different platforms and sources.	3. Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	4. Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	5. Promote the fundamentals of physical activity and health of individuals and communities.	6. Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan.
KINE 4020 3.00 Human Nutrition	Level taught (assessed)	D (D)	D	D	D (D)	D	
	Assessment methods	01, 03, 13			01, 03		

Example of Degree Progression – Specialized Honours BA

Year of Program	Fall	Winter	Total Credits
1	HH/KINE 1000 6.00 HH/KINE 1020 6.00 HH/KINE 1XXX 3.00 General Education 6.00 Credits outside the major (non-KINE) 3.00	General Education 3.00 (NATS) Credits outside the major (non-KINE) 3.00	30
2	HH/KINE 2011 3.00 HH/KINE 2031 3.00 HH/KINE 2049 3.00 HH/KINE 2XXX 3.00 General Education 6.00	HH/KINE 2050 3.00 HH/KINE 3012 3.00 HH/KINE 3030 3.00 General Education 3.00 (NATS)	30
3	HH/KINE 3020 3.00 HH/KINE 4010 3.00 HH/KINE 3XXX 3.00 HH/KINE XXXX 3.00 Credits outside the major (non-KINE) 3.00	HH/KINE 3000 3.00 HH/KINE 4020 3.00 HH/KINE 3XXX 3.00 HH/KINE XXXX 3.00 Credits outside the major (non-KINE) 3.00	30
4	HH/KINE 4XXX 3.00 4XXX 3.00 Credits outside the major (non-KINE) 3.00 Elective 3.00 Elective 3.00	HH/KINE 4XXX 3.00 4XXX 3.00 Credits outside the major (non-KINE) 3.00 Elective 3.00 Elective 3.00	30

*Arrows indicate two-semester courses; proposed IPAL courses are highlighted

Example of Degree Progression – Specialized Honours BSc

Year of Program	Fall	Winter	Total Credits
1	HH/KINE 1000 6.00 → HH/KINE 1020 6.00 → HH/KINE 1XXX 3.00 → General Education 6.00 → 3.00 Approved MATH	3.00 Approved MATH 3.00 Introductory science courses	30
2	HH/KINE 2011 3.00 HH/KINE 2031 3.00 HH/KINE 2049 3.00 HH/KINE 2XXX 3.00 → General Education 6.00 →	HH/KINE 2050 3.00 HH/KINE 3012 3.00 HH/KINE 3030 3.00 3.00 Introductory science courses	30
3	HH/KINE 3020 3.00 HH/KINE 4010 3.00 HH/KINE 3XXX 3.00 6.00 Science credits outside the major (ie. PSYC 1010) → LE/EECS 1520, 1540 or 1570.3.00	HH/KINE 3000 3.00 HH/KINE 4020 3.00 HH/KINE 3XXX 3.00 3.00 Science credits outside the major at the 2XXX level or above	30
4	HH/KINE 3XXX 3.00 HH/KINE 4XXX 3.00 HH/KINE 3XXX/4XXX 3.00 Elective 3.00 Elective 3.00	HH/KINE 3XXX 3.00 HH/KINE 4XXX 3.00 HH/KINE 3XXX/4XXX 3.00 Elective 3.00 Elective 3.00	30

*Arrows indicate two-semester courses; proposed IPAL courses are highlighted

New Course Proposal Form

School/Department: KINESIOLOGY & HEALTH SCIENCE

Course Rubric and Number: **KINE 1900**

Credit Weight: 3.0 (e.g. 3.00, 6.00)

Effective Session: FW 2023-24 (e.g. Fall 2021, F/W 2021-22)

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

Integrated Physical Activity for Life I: Physical Fitness, Mental Health, Physical Literacy

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

Integrated Physical Activity for Life I

Brief Course Description: *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of...,"*

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.

Provides foundational knowledge in physical fitness, mental health, and physical literacy. Introduces and reinforces fundamental principles of exercise training to enable learners to engage in and facilitate safe and effective physical activity. Explores mental health from diverse perspectives with emphasis on movement. Promotes self-awareness of fundamental movement patterns and their importance to lifelong physical activity participation. Expands knowledge in each of the areas through practice-based learning rooted in physical movement. Builds connections between learning experiences through reflection on physical activity and the artifacts used to develop an e-portfolio.

List course(s) where applicable:

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

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

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

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

Open to:	All 1st year Kinesiology students
Not open to:	

Notes:	All Kinesiology students must successfully complete this course for graduation

Science Course:	**YES**	**NO**
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		X

Section A - Course Rationale:

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

This course is the product of a significant program/curricular change within the school of Kinesiology & Health Science. The existing non-credit PKIN program will be phased out and replaced by the new, for credit, Integrated Physical Activity for Life (IPAL) Program. The IPAL program represents an innovative curricular shift that will provide all KINE students with experiential education opportunities that are relevant, diverse, and rooted in current pedagogical best practices. The program will endeavor to promote a lifespan and wholistic approach to health and physical activity and movement experiences rather than sport skill mastery. Moving away from sport-specific PKIN courses, IPAL will be delivered across six theme-specific learning blocks divided into two years. Year 1 – KINE 1900 consists of the following three theme-specific learning blocks: (A) physical fitness, (B) mental health, and (C) physical literacy. Year 2 – KINE 2900 will offer the following theme-specific learning blocks: (A) adapted and inclusive physical activity, (B) safety, and (C) leadership. Unlike the PKIN program, IPAL will allow students to attain academic credit. This is made possible through deliberate curricular design strategically aligned with the School of Kinesiology and Health Science program learning outcomes. The IPAL program will strive to develop all Kinesiology students into well rounded ambassadors of physical activity who possess the knowledge and ability to critically promote healthy behaviours of physical activity for themselves, and those around them.

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.

Throughout the development of the IPAL program, the School of Kinesiology and Health Science Program Learning Outcomes have been at the core of decision making. Each of the three theme-specific learning blocks within the course have their own learning outcomes which have been mapped onto those of the School and intricately scaffolded supporting students as they progress to the 2nd year IPAL course and beyond.

The mission statement of the IPAL program is: “The Integrated Physical Activity for Life (IPAL) program strives to develop all Kinesiology students into well rounded ambassadors of physical activity who possess the knowledge and ability to promote active healthy behaviours for themselves, and those around them.”

This vision will be achieved through 1) purposeful curriculum design, delivery, and assessment, 2) innovative and relevant experiential education opportunities that emphasize physical activity/movements, and 3) a firm commitment to equity, diversity, and inclusion.

The IPAL program aligns with the School of Kinesiology and Health Science’s vision statement and will endeavor to promote a lifespan and wholistic approach to health and physical activity participation that is grounded in current best practices. The IPAL courses, offered in the 1st and 2nd years as full year, 3 credit courses will be mandatory. These physical activity courses will provide theme-specific specialized knowledge, with integrated classroom-focused experiential education opportunities and learning. The course supports learners in developing essential 21st century skills including critical thinking, teamwork, problem solving, and self-reflection thus aligned with York’s 2020-25 UAP priority in 21st Century Learning. The course also aligns with York’s priority in Living Well Together as students examine “culturally-specific” physical activities as they develop physical literacy. They will also have opportunities to engage in, and learn from, land-based experiential education to celebrate movement of Indigenous Peoples and Communities. These learning experiences will support students' wellbeing and empower them to influence those around them as well.

The IPAL team believes, firmly, that this mission closely aligns with that of the School of Kinesiology and Health Science, the Faculty of Health, and York University.

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 proposed course will replace the existing PKIN program and, as such, will stand alone as the primary provider of activity-based experiential education for Kinesiology students. Experiences from the IPAL program will provide good foundational knowledge for students as they enter future KINE courses and participate in varied/diverse laboratory environments that may rely upon their experiences in the IPAL.

Consultation has taken place and will be ongoing with all course instructors, the IPAL faculty team and Undergraduate program directors. Where possible, existing PKIN instructors will be provided an opportunity to apply to teach IPAL theme-specific sections.

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

1000 (42 sections of 25 students)

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

	Fully online
X	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):

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.

Students will have 1.5h/wk over 3 x 8-week theme-specific learning blocks for this course. This contact time will be in-person and primarily movement-based learning. There will be supplemental theoretical content provided using various modes of delivery to supplement this movement-based learning. **This will not exceed the 1.5 hrs/wk of contact time for students**.

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.

Not applicable

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

This course will be offered every year, and potentially during the summer. Given that it is part of the core curriculum, students will need ample opportunity to successfully complete the course.

YES	NO
	X

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

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

CUPE 2 course instructors will be needed to ensure all sections are covered.

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

Stephanie Bowerman
Larkin Lamarche
Chip Rowan
CLA (current search – position commences July 2023)
CUPE 2 instructors

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://lts.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.

Physical Fitness:

- Core components of physical fitness – aerobic, strength, power & muscle endurance, balance, flexibility
- Fundamental principles of training – e.g., specificity, overload, progression, rest
- Training safety considerations and strategies – pre-exercise screening, contraindications to various exercises, space and equipment
- Physiological adaptations – e.g., aerobic and resistance training adaptations, MSK, endocrine, body composition
- Assessment and goal setting – multi-component assessments, field and laboratory tests, linking assessment results to program goals, SMART goals and behavioural change strategies
- Program design/exercise prescription – prescribing multi-component exercise, integrating aerobic and resistance training, integrating principles of training, progression and periodization, inclusion of traditional and non-traditional modes of exercise participation that may or may not be specific to diverse cultural backgrounds

Mental Health:

- Central mental health and mental illness constructs (e.g., flourishing, enjoyment, self-compassion, radical hope, self-worth, connection, stress, anxiety, depression, disconnection, exclusion)
- Biopsychosocial mechanisms of the physical activity-mental health relationship
- Frameworks of understanding mental health and physical activity (e.g., medical model, dual continua model, biopsychosocial model (with ecological system), critical theories, Indigenous model of mental health, Mad Studies)
- Counter-narratives from an equity, diversity, inclusion perspective
- Strategies of cripping, queering, thickening, indigenizing mental health and movement
- Inclusionism

Physical Literacy:

- Critical definitions related to physical literacy and typical barriers to physical literacy development among diverse populations/environments
- Lifespan approach to physical literacy development, functional movements, plus their relationship to performance and health-related quality of life (i.e., youth, adolescence, emerging/young adults, middle age, older adults, & old-old adults)
- Experience, discover and reflect on various movements, settings and skills that encourage physical literacy
- The influence of motor skill development and personal lifelong participation in physical activity and sport
- Frameworks/Tools used to evaluate physical literacy in Canada

	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.

Physical Fitness: When exploring various modes of exercise participation, students will be encouraged to examine "culturally-specific" physical activity offerings which may include traditionally Indigenous movements. Land-based experiential education opportunities will also occur and will emphasize land-connection movement. We will integrate Indigenous led and created resources and knowledge (e.g., iactive.ca, National Indigenous Physical Activity Awareness Week toolkit) for course material.

Mental Health: Indigenous models of mental health which emphasize relationality and connection to the land (and disconnection as a source of mental illness/mental health problems, using the residential school system, and reservation system as examples of disconnection). The process of Indigenizing physical activity and physical activity spaces will also be introduced. A land-connection assignment whereby students collectively share experience of something in the natural environment (e.g., for a tree, as tree stewards), will also be experienced. A version of this assignment and supporting assignment materials was co-developed with an Indigenous artist and educator born and raised on Six Nations of the Grand River Territory through an Equity, Diversity and Inclusion grant at McMaster University.

Physical Literacy: Indigenizing the concept of physical literacy to include and celebrate movement of Indigenous Peoples and Communities. Land-based activities will also be experienced in the course. We will integrate Indigenous led and created resources and knowledge (e.g., iactive.ca, National Indigenous Physical Activity Awareness Week toolkit) for course material.

*****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:

Over-arching teaching objectives for KINE 1900:

- Provide introductory knowledge related to key elements physical fitness, mental health, and physical literacy that will scaffold within IPAL (i.e., KINE 1900 & KINE 2900) and across other KINE courses towards eventual mastery.
- Expose students to diverse forms of physical movement to elucidate their value to health.
- Provide students with opportunity to reflect on, and apply, concepts of equity, diversity, inclusion, indigenizing and social justice in movement experiences and spaces.
- Provide students with the opportunities to develop and practice skills in communication, teamwork, problem solving, civil engagement, self-reflection, and critical thinking.

Physical Fitness:

- Provide introductory knowledge related to physical fitness that will provide the foundation upon which IPAL II (i.e., KINE 2900) and other KINE courses will build and develop content towards eventual mastery.
- Provide opportunities for students to experience a diverse set of movement-based learning that will enhance their overall grasp of how the human body moves and the overall importance of movement for health and well-being.
- Facilitate individual student reflection based on in-class participatory experiences such that students connect with course content by examining how these movements are most relevant to their own lives.
- Provide students with opportunities to work in small class settings / groups to build inter-personal skills and communication which are key competencies for future careers in kinesiology-related fields.
- Encourage students to understand fitness and health as a multi-dimensional complex construct that is rooted in various biopsychosocial elements.
- Empower students to adopt habitual exercise participation into their own lives and those around them by providing instruction and experience with program design / implementation.

Mental Health:

- Provide introductory knowledge related to key elements of mental health that will scaffold within IPAL and across other KINE courses towards eventual mastery.
- Expose students to diverse concepts of physical movement to elucidate their value to mental health.
- Provide students with opportunity to reflect on, and apply, concepts from the course to diverse movement and movement spaces.
- Empower students to reimagine movement and movement spaces through equity, diversity, inclusion, indigenizing and social justice perspectives.
- Provide students with the opportunities to develop and practice skills in communication, teamwork, problem solving, civil engagement, self-reflection, critical thinking, and self-compassion.

Physical Literacy:

- Provide introductory knowledge related to physical literacy that will scaffold within IPAL and across other KINE courses towards eventual mastery.
- Expose students to diverse forms of physical movement to elucidate their value to health and skill development across the lifespan.
- Provide students with opportunity to reflect on, and apply, concepts of equity, diversity, inclusion, indigenizing and social justice in movement experiences and spaces related to physical literacy.
- Facilitate practice in the identification of common barriers to the development of physical literacy and strategies to ameliorate them.
- Provide students with the opportunities to develop and practice skills in communication, teamwork, problem solving, civil engagement, self-reflection, and critical thinking.

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:

Physical Fitness

After completing this course, students will be able to:

1. Examine the physiological adaptations to various modes of (aerobic and resistance) exercise and physical activity through evaluation (written and oral) of, and participation in, physical activity programs and case studies.
2. Create a goal-oriented multi-component fitness regimen that integrates pertinent physiological assessment data, reflects fundamental training principles, and adheres to current recommendations and safety protocols.
3. Promote fitness by describing its value as a physiological attribute and habitual behaviour that has a broad impact on many facets of overall health and wellbeing across the lifespan.
4. Investigate the physiological changes induced by physical activity participation through the completion of fitness assessments and guided interpretation of results.
5. Build connections by reflecting on the artifacts used to create an e-portfolio that were created through engagement in a diverse set of movement-based experiences that encompass conventional and non-traditional aerobic and resistance training methodologies.

Mental Health

After completing this course, students will be able to:

6. Define and differentiate between mental health and mental illness using various frameworks.
7. Explain how physical activity fits into diverse frameworks of mental health.
8. Practice recognizing (un)intended features of movement spaces that may have exclusionary impacts on folx.
9. Develop and implement strategies that celebrate inclusion, diversity, equity, indigenizing in movement scenarios.
10. Practice critical thinking and (self-)reflection in the understanding of physical activity and mental health in your own life and within diverse communities.

Physical Literacy

After completing this course, students will be able to:

11. Explain the definition, lifespan development, and barriers of physical literacy among diverse populations and in different environments.
12. Experience, compare and reflect upon physical movement and activity through physical participation of activities that promote physical literacy across a lifespan.
13. Apply an understanding of how basic fundamental movement skills influence skill development and personal lifelong participation of physical activity and sport.
14. Critique various tools/frameworks used in Canada from an inclusion, equity and diversity lens.
15. Enhance/adapt a physical activity program to improve opportunities for physical literacy growth among diverse populations.
16. Showcase skills of physical literacy, achievements and/or evidence of student learning progression and self-reflection in an e-portfolio.

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:

- Use of PATHS resources to teach about reflection and self-reflection
- Use of PressBook, H5P videos
- Experiential education (mostly classroom-focused and involving movement)
    - Movement-based learning through structured and unstructured physical activity offerings
    - Case studies and reflection based on real-world scenarios
- Lectures (synchronous and asynchronous)
- Group discussion
- Active learning, examples below:
    - Virtual demonstrations (procedural demonstrations with video)
    - Think/Pair Share
    - Quick writes
    - Simulation/role playing
    - Artistic creation (e.g., photos, podcast, vlog, visual art, music)
    - Opportunities for movement, play and sport
- e-portfolio
    - Creation of at least 1 e-portfolio element within each of the three theme-specific learning blocks
    - This will be a "living" document that students will be encouraged to contribute to, and reflect upon, during KINE 1900, KINE 2900, and in 3rd and 4th year elective IPAL courses
    - This document will support students' participation in upper-level elective WIL and/or CSL EE courses; it will be a resource for securing placements and community-based opportunities for students

Section D - Course Mapping and Constructive Alignment

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

			For EE Activities Only	
Teaching and Learning Activity	**Which course learning outcome/s will this activity help student achieve?**	**Will this activity include a formal, graded assessment of student learning? (Y/N)** *A detailed description of assessment and evaluation strategies will be provided in the next section.*	**How you will engage students in reflection around this activity?**	**Corresponding EE Strategy** **1-** Classroom Focused **2-** Community Focused **3-** Work Focused
Example: *1. Guest Speaker representing a community-focused agency*	*Example: Identify and critically evaluate challenges to implementing equity-informed health policies* *OR* *Learning Outcome #3*	*Example:* *N*	*Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.*	1
Physical Fitness				
Lectures	Learning outcomes 1, 2, 3	N		
PATHS materials	Learning outcome 5	N		
Experiential Education (movement-based)				
EE – Fitness assessment	Learning outcome 4	Y	Participation in fitness assessment demonstrations and practice. Evaluation of data collected during these sessions and interpretation of assessment findings.	1
EE – Case Studies • Cases designed to represent various elements of fitness, diverse populations and varied sport settings • Probative questions will foster critical appraisal of hypothetical programs and/or programs designed by peers	Learning outcomes 1,2,3,4	Y	Cases will be presented in class, shared in advance on eClass, and/or created by students during class. These will be critically appraised through predetermined questions designed to relate to course content and reflection upon previous movement-based experiences.	1
EE – Simulation/Role Playing • Reenactment of common scenarios experienced in fitness and physical activity settings	Learning outcomes 2,3	N	Role playing scenarios will be created by the instructor and/or the students. These will be presented in class with opportunity for immediate feedback and discussion.	1
Experiential Education (non-movement-based)				
Group Discussion • Thought provoking probative discussion topics to be introduced	Learning outcomes 1,2,3,4	N	Method for communication of theoretical course content. Given the nature of this course, movement will	1

in-class			be centric in delivery with debrief style discussions to introduce and reinforce course concepts.	
e-portfolio • Creation of e-portfolio element for evaluation by instructor and/or peers	Learning outcome 5	Y	This will be a major evaluation component of the course. These elements are intended to be rooted in personal reflection and integrated across all three themes within this course.	1
Mental Health				
Lectures	Learning outcomes 5, 6	N		
PATHS material	Learning outcome 9	N		
Complimentary material (e.g., graphic comic book, first person stories, mini-documentary)	Learning outcomes 5, 6, 9	N		
Experiential Education (movement-based)				
EE – getting rooted	Learning outcomes 6, 9	N	Students put one emotion, one cognition, one kinesthetic feeling on a sicky note and place it on a board; circle sharing of being a student in university.	1
EE – movement problem sets and teaching exchange	Learning outcomes 6, 7	Y	Small group creation of activity and teach the class the activity and discuss experience.	1
EE – fitness testing and tech tracking lab	Learning outcomes 7, 8, 9	Y	Small group discussion on exclusionary elements and develop strategies for inclusion, share responses with class.	1
EE – mindfulness guided activity	Learning outcomes 6, 7, 8, 9	Y	Small group discussion applying different models of mental health, present to class.	1
EE – online fitness class critique	Learning outcomes 7, 8	Y	Individual worksheet submission identifying exclusionary elements and strategies for inclusion.	1
EE – joyful movement	Learning outcomes 5, 9	Y	Submit a tweet about the movement and how it links to mental health.	1
EE – campus connection	Learning outcomes 6, 8, 9	Y	Submit a pindrop to the campus map for your fav movement place.	1
EE – Land connection, with e-portfolio artifact creation	Learning outcomes 6, 8, 9	Y	Students document their movement experiences in sharing responsibility for the land; contribute artifact of learning to class exhibit.	1
Experiential Education (non-movement-based)				
EE – story telling	Learning outcome 6	Y	Pair-and-share a movement story, using a picture, identifying mechanisms of mental health-physical activity relationship (good or bad)	1

EE – Mini-documentary screening	Learning outcomes 7, 8, 9	Y	Think-pair-share, students will discuss their positionality of physical activity as a source of benefit and unintended consequences	1
EE – role play	Learning outcomes 7, 8, 9	Y	Provide feedback based on course learning on role-play and discuss what could be done the next time	1
Physical Literacy				
Lectures	Learning outcomes 10, 12, 13,	N		
PATHS material	Learning outcomes 13, 14, 15	N		
Experiential Education (movement-based)				
EE – lifespan obstacle course teaser	Learning outcomes 11, 12, 13, 14, 15	Y	Think-pair shares, small group discussions, discuss experiences from a different perspective	1
EE – Assessing physical literacy using Canadian Assessment of Physical Literacy Tool	Learning outcomes 11, 12, 13, 14, 15	Y	Guided reflection questions, pair and share	1
EE – movement/activity games across a lifespan and populations	Learning outcomes 11, 12, 13, 14, 15	N	1-minute papers, gallery walk, case studies write a letter to yourself describing your journey to physical literacy and provide advice for your future self, Procedural Demonstration/Video Submission	1
EE - Using technology to promote physical literacy	Learning outcomes 11, 12, 13, 14, 15	N	Group discussion	1
EE – being in the 'club' charade	Learning outcomes 11, 12, 13, 14, 15	N	Movement based activity, guessing	1
EE - Accessibility walk tour of neighborhood	Learning outcomes 11, 12, 13, 14, 15	Y	Photo writing, submit a photo with a rating and reflection on the meaning of the photo using guided questions.	1
EE – Self-Assessment using existing frameworks	Learning outcomes 11, 12, 13, 14, 15	Y	KWL, gallery walk, think-pair-share	1
Experiential Education (non-movement-based)				
EE – guest speaker from community	Learning outcomes 11, 12	N	1-minute paper	1
Group Discussions	Learning outcomes 11, 12, 13, 14	N	Think-pair-shares into larger group discussions	1
Active Learning	Learning outcomes 11, 12, 13, 14	Y	1-minute papers Guided reflections Quick writes Think-pair-shares Gallery Walk Photo Writing	1
e-portfolio	Learning outcome 15	Y	e-portfolio with a guided reflection on specific experiences and overall student learning progress	1

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

Not applicable

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

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

Learning/Teaching with Technology:

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

- eClass will provide students with a centralized learning environment that will enable discussion boards, posting of video and written content
- e-portfolio platform will serve as a container of artifacts to be evaluated
- Panopto will allow the creation of various forms of video content by and for students that will enable the provision of quality, timely feedback for movement-based activities. This can be posted on eClass and peer-reviewed/discussed to enhance learning
- Zoom will enable synchronous – remote connection among students and potentially guest speakers who can integrate multi-media content seamlessly using this platform
- H5P can be incorporated via eClass to provide interactive content for students
- Creation of post-theme eLearning modules with built in quiz features could be explored as a summative evaluation of student learning
- Technology to support video creation for student assignments
- Additional theme-specific technology equipment/tools that can be used directly in the class for practicums

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.)

Formal examinations will not be a part of the KINE 1900 or KINE 2900 courses. Evaluation components will embrace novel trends in evaluation of student learning. These include, but are not limited to, reflection-based assignments, e-portfolio creation, individual/group assignments, and presentations.

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.

Student grades from each of the three theme-specific learning blocks will be equally weighted towards their overall grade in KINE 1900 as illustrated below.

$$TOTAL\ KINE\ 1900\ GRADE = \frac{Physical\ Fitness\ Grade}{3} + \frac{Physical\ Literacy\ Grade}{3} + \frac{Mental\ Health\ Grade}{3}$$

Students must earn a minimum of 50% in each theme-specific learning block to successfully complete KINE 1900. If students do not earn a minimum of 50% in any theme-specific learning block, they will be required to re-take the entire KINE 1900 course. There will be no opportunities to make-up a single theme-specific learning block.

The grade for each theme-specific learning block in KINE 1900 will be based on the assessment items in the table below. The weight breakdown in each theme-specific learning block will be the same.

Note that all three themes will have the same weight toward the final course grade

Assessment Strategy	Percentage (%) of Theme-Specific Final Grade	Evaluated Learning Outcome(s)
Physical Fitness		
• Experiential Engagement and Reflection	40%	1,2,3,5
• Assignments (project/presentation)	40%	2,3,4
• e-portfolio	20%	1,3,4,5
Mental Health		
• Experiential Engagement and Reflection	40%	7, 8, 9, 10
• Assignments (project/presentation)	40%	5, 6, 9, 10
• e-portfolio	20%	6, 8, 9, 10
Physical Literacy		
• Experiential Engagement and Reflection	40%	11, 12, 13, 15
• Assignments (project/presentation)	40%	10, 12, 14
• e-portfolio	20%	11, 12, 13, 15, 16

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.

- Formal and informal feedback from course instructor during in-class movement-based experiences
- Small-group discussion working through case-studies based on real world scenarios
- H5P video content with built-in prompts/questions that can be captured by eClass
- Ongoing student reflection through weekly/bi-weekly participation logs/worksheets
- Physical and virtual opportunities to collaborate learning and discussion (eClass Forums, Groups/Teams)

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.).

Physical fitness

Canadian 24hr Movement Guidelines: An integration of physical activity, sedentary behaviour, and sleep. Canadian Society for Exercise Physiology. Children and Youth 5-17years, Adults 18-64 years, & Adults 65 years and older. Available: https://csepguidelines.ca/

Ding, D., Mutrie, N., Bauman, A., Pratt, M., Hallal, P. R., & Powell, K. E. (2020). Physical activity guidelines 2020: comprehensive and inclusive recommendations to activate populations. *The Lancet*, *396*(10265), 1780-1782.

Mental health

Indigenous Story Studio (2020). Path of the Warrior (Parts 1 & 2). Available: https://istorystudio.com/graphicnovels/sportsgang-awareness-path-of-the-warrior/

Bailey, K. A., Bessey, M., Punjani, S., Dube, B., Tshuma, P., Besse, K., Sookpaiboon, S., & Quest, S., Kelly, E., McHugh, T. L., & Rice, C. (2021). *ReVisioning Fitness* [Video file] retrieved from https://vimeo.com/showcase/9343908 Password: revisioning

McColl, B (2018). I have depression and anxiety. Please stop telling me to 'go for a run': Exercising with a mental illness is not that easy. self.com Available: https://www.self.com/story/depression-anxiety-exercise

Seguin, N. (2022). 'A space for me': North Preston duo starts fitness group for Black women. CBC News. Available: https://www.cbc.ca/news/canada/nova-scotia/a-space-for-me-north-preston-duo-starts-fitness-group-for-black-women-1.6427493

Cairney, J., McGannon, K. R., & Atkinson, M. (2018). Exercise is medicine: Critical considerations in the qualitative research landscape. Qualitative Research in Sport, Exercise and Health, 10(4), 391-399. https://doi.org/10.1080/2159676X.2018.1476010

Physical literacy

Developing Physical Literacy: Building a New Normal for all Canadians - https://physicallit.wpengine.com/wp-content/uploads/2020/01/DPL-2_EN_web_November_2019-1.pdf

Indigenous Communities: Active for Life - https://physicallit.wpengine.com/wp-content/uploads/2019/04/Indigenous-Communities-Active-For-Life_WEB_Mar2019.pdf

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.)

Physical fitness

THE CSEP PHYSICAL ACTIVITY TRAINING FOR HEALTH (CSEP-PATH®) RESOURCE MANUAL IS AN EVIDENCE-INFORMED, QUALITY TEXTBOOK AND TOOL FOR QUALIFIED EXERCISE PROFESSIONALS. Canadian Society for Exercise Physiology, 3rd Edition (2021). Available: https://csep.ca/2021/08/05/csep-path-3/

Haff, G. G., & Triplett, N. T. (Eds.). (2015). *Essentials of strength training and conditioning 4th edition*. Human kinetics.

Mental health

Harvey, K. & Griffin, M. (2021). (In/Ex)clusive fitness cultures: An institutional ethnography of group exercise for older adults. Aging & Society, 1-25. DOI:10.1017/S0144686X21000507

Physical literacy

Physical Literacy Resources from - https://physicalliteracy.ca/resources/

Physical Literacy Assessment for Youth, FUN - http://physicalliteracy.ca/wp-content/uploads/2017/01/PLAYfun_workbook.pdf

Physical Literacy Assessment for Youth, Basic - https://physicalliteracy.ca/portfolio-view/playbasic/ Physical Literacy in Canada Tools for Assessment - http://physicalliteracy.ca/wp-content/uploads/2016/08/Physical-Literacy-Tools-for-Assessment-in-Canada.pdf

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 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?

Students will require access to eClass. eLearning software such as Articulate 360 would be an asset for faculty to develop online modules that can be rolled out for consistent theme-specific learning to all students. Group licenses are available.

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)

This course will take place in a variety of settings that will enable physical activity participation. These include, but are not limited to, outdoor fields, gymnasia, the Toronto Track and Field Centre, swimming pool, arena, dance/fitness studios. Access to AV equipment will be required sporadically and arrangements can be made for ad-hoc requests.

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	
Expected section size = 25 students.		
• 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	
Designated course coordinator(s) (T7) would be a tremendous asset to integrate marks from various instructors and communication across the 3 themes over the course of the year.		
• If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: o Will the instructor need to travel to visit the off-campus community partner(s)?	**YES**	**NO**

		X
o 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	
The Experiential Education Coordinator will act as a consultant for iterative curricular changes that may take place annually within each theme-specific learning block. The Experiential Education Coordinator may also provide logistical support when needed (e.g., affiliation agreements, risk management requirements). The Experiential Education Coordinator may also support evaluations and feedback forms for experiential education activities from students and community partners where applicable.		
o Is the placement intended to be domestic or international, or both?	**Domestic**	
	International	
	Both	
• If the course is blended or online, indicate whether the support of the eLearning specialist is required?	**YES**	**NO**
If yes, please specify the type of eLearning supports you need:		

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

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson (rfinlays@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/.

KINE 1900: Integrated Physical Activity for Life I

Faculty of Health
Kinesiology and Health Science

Course: KINE 1900 **Course webpage**: eClass
Term: Fall/Winter 2023/2024
Prerequisite / Co-requisite: None

Course directors

Dr. Stephanie Bowerman (she/her) – sbowerma@yorku.ca
Dr. Larkin Lamarche (they/them) – lamarche@yorku.ca
Dr. Chip Rowan (he/him) – crowan@yorku.ca

Course consultation hours: Appointment set up by email with individual course instructors

Time and location

Section A
- Lab 01a (1.5 hrs/week for 8 weeks – Physical Fitness)
- Lab 01b (1.5 hrs/week for 8 weeks – Mental Health)
- Lab 01c (1.5 hrs/week for 8 weeks – Physical Literacy)

Section B
- Lab 01a (1.5 hrs/week for 8 weeks – Mental Health)
- Lab 01b (1.5 hrs/week for 8 weeks – Physical Literacy)
- Lab 01c (1.5 hrs/week for 8 weeks – Physical Fitness)

Section C
- Lab 01a (1.5 hrs/week for 8 weeks – Physical Literacy)
- Lab 01b (1.5 hrs/week for 8 weeks – Physical Fitness)
- Lab 01c (1.5 hrs/week for 8 weeks – Mental Health)

Territorial acknowledgement

York University recognizes that many Original Peoples have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. This territory acknowledgement does not come without action for truth and reconciliation (see the Calls to Actions from the Truth and Reconciliation Commission of Canada). Learn more about the significance of this acknowledgement in a settler institution like York University here.

Expanded course description

KINE 1900 provides foundational knowledge in physical fitness, mental health, and physical literacy. Introduces and reinforces fundamental principles of exercise training to enable learners to engage in and

facilitate safe and effective physical activity. Explores mental health from diverse perspectives with emphasis on movement. Promotes self-awareness of fundamental movement patterns and their importance to lifelong physical activity participation. Expands knowledge in each of the areas through practice-based learning rooted in physical movement. Builds connections between learning experiences through reflection on physical activity and the artifacts used to develop an e-portfolio.

Overall course objectives

1. Provide introductory knowledge related to key elements physical fitness, mental health, and physical literacy that will scaffold within IPAL I and II (i.e., KINE 1900 and KINE 2900) and across other KINE courses towards eventual mastery.
2. Expose students to diverse forms of physical movement to elucidate their value to health.
3. Provide students with opportunity to reflect on, and apply, concepts of equity, diversity, inclusion, indigenizing and social justice in movement experiences and spaces.
4. Provide students with the opportunities to develop and practice skills in communication, teamwork, problem solving, civil engagement, self-reflection, and critical thinking.

Organization of the course

This full year (24-weeks) course will be offered during the fall & winter semesters and will be delivered across three theme-specific learning blocks: (A) **PHYSICAL FITNESS**, (B), **MENTAL HEALTH** and (C) **PHYSICAL LITERACY**. The theme-specific learning blocks will each be 8-weeks long and will utilize movement-based exploration of various physical activities in diverse contexts during weekly in-person sessions of about 25 students. The course will endeavor to promote a lifespan wholistic approach to health, and physical activity and movement experiences rather than sport skill mastery. Students will rotate through each of the three theme-specific learning blocks on a specific rotation determined during enrollment.

Each of the three theme-specific learning blocks within the course have their own learning outcomes which have been mapped onto those of the School of Kinesiology and Health Sciences and intricately scaffolded to support students as they progress into IPAL II (KINE 2900) course and beyond.

Potential learning activities may include any of the following:

- Pre-recorded lectures
- Movement-based experiences (e.g., sport, play, fitness, land-connection movement, lifestyle activity)
- Group discussion
- Case studies
- Simulations / role playing
- Fitness/health assessments
- Supplemental online resources (videos / readings)
- Creative artifacts (e.g., photos, podcast, vlog, visual art, music)
- e-portfolio artifacts (written, audio)

Technical requirements for taking the course

Although this course is an in-person, movement-based practicum, several platforms will be used in this course (e.g., eClass, Zoom) through which students will interact with the course materials, the course instructors / TAs, as well as with one another.

Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join

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

For the student guide to Remote and Online Learning resources, please visit this link: https://www.yorku.ca/scld/remote-learning/

To fully participate in the course, a computer with a microphone is needed. Turning on your webcam is optional. Stable, higher speed internet can help with class engagement. A way to determine Internet connection and speed: there are online tests, such as Speedtest, https://www.speedtest.net/ that can be run.

Useful links describing computing information, resources and help for students

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

Theme-based learning block descriptions

Below are learning outcomes for each theme-specific learning block.

After completing the **Physical Fitness** theme-specific learning block, you will be able to:

1. Examine the physiological adaptations to various modes of (aerobic and resistance) exercise and physical activity through evaluation (written and oral) of, and participation in, physical activity programs and case studies.
2. Create a goal-oriented multi-component fitness regimen that integrates pertinent physiological assessment data, reflects fundamental training principles, and adheres to current recommendations and safety protocols.
3. Promote fitness by describing its value as a physiological attribute and habitual behaviour that has a broad impact on many facets of overall health and wellbeing across the lifespan.
4. Investigate the physiological changes induced by physical activity participation through the completion of fitness assessments and guided interpretation of results.
5. Build connections by reflecting on the artifacts used to create an e-portfolio that were created through engagement in a diverse set of movement-based experiences that encompass conventional and non-traditional aerobic and resistance training methodologies.

After completing the **Mental Health** theme-specific learning block, you will be able to:

1. Define and differentiate between mental health and mental illness using various frameworks.
2. Explain how physical activity fits into diverse frameworks of mental health.
3. Practice recognizing (un)intended features of movement spaces that may have exclusionary impacts on folx.

4. Develop and implement strategies that celebrate inclusion, diversity, equity, indigenizing in movement scenarios.
5. Practice critical thinking and (self-)reflection in the understanding of physical activity and mental health in your own life and within diverse communities.

After completing the **Physical Literacy** theme learning block, you will be able to:

1. Explain the definition, lifespan development, and barriers of physical literacy among diverse populations and in different environments.
2. Experience, compare and reflect upon physical movement and activity through physical participation of activities that promote physical literacy across a lifespan.
3. Apply an understanding of how basic, fundamental movement skills influence skill development and personal lifelong participation of physical activity and sport.
4. Critique various tools/frameworks used in Canada from an inclusion, equity and diversity lens.
5. Enhance/adapt a physical activity program to improve opportunities for physical literacy growth among diverse populations.
6. Showcase skills of physical literacy, achievements and/or evidence of student learning progression and self-reflection in an e-portfolio.

Course text / Readings

This course will utilize a Course Kit that will include course content, readings, and experiential education worksheets. Course Kits can be purchased through the York University Bookstore. Please see the York University webpage (http://bookstore.yorku.ca) for ordering course kits.

Additional readings may be assigned or recommended during the course.

Physical Fitness:

- Canadian 24hr Movement Guidelines: An integration of physical activity, sedentary behaviour, and sleep. Canadian Society for Exercise Physiology. Children and Youth 5-17years, Adults 18-64 years, & Adults 65 years and older. Available: https://csepguidelines.ca/
- Ding, D., Mutrie, N., Bauman, A., Pratt, M., Hallal, P. R., & Powell, K. E. (2020). Physical activity guidelines 2020: comprehensive and inclusive recommendations to activate populations. *The Lancet*, *396*(10265), 1780-1782.
- THE CSEP PHYSICAL ACTIVITY TRAINING FOR HEALTH (CSEP-PATH®) RESOURCE MANUAL IS AN EVIDENCE-INFORMED, QUALITY TEXTBOOK AND TOOL FOR QUALIFIED EXERCISE PROFESSIONALS. Canadian Society for Exercise Physiology, 3rd Edition (2021). Available: https://csep.ca/2021/08/05/csep-path-3/
- Haff, G. G., & Triplett, N. T. (Eds.). (2015). *Essentials of strength training and conditioning 4th edition*. Human kinetics.

Mental Health:

- Indigenous Story Studio (2020). Path of the Warrior (Parts 1 & 2). Available: https://istorystudio.com/graphicnovels/sportsgang-awareness-path-of-the-warrior/
- Bailey, K. A., Bessey, M., Punjani, S., Dube, B., Tshuma, P., Besse, K., Sookpaiboon, S., & Quest, S., Kelly, E., McHugh, T. L., & Rice, C. (2021). *ReVisioning Fitness* [Video file] retrieved from https://vimeo.com/showcase/9343908 Password: revisioning
- McColl, B (2018). I have depression and anxiety. Please stop telling me to ‘go for a run’: Exercising with

a mental illness is not that easy. self.com Available: https://www.self.com/story/depression-anxiety-exercise.
- Seguin, N. (2022). 'A space for me': North Preston duo starts fitness group for Black women. CBC News. Available: https://www.cbc.ca/news/canada/nova-scotia/a-space-for-me-north-preston-duo-starts-fitness-group-for-black-women-1.6427493
- Cairney, J., McGannon, K. R., & Atkinson, M. (2018). Exercise is medicine: Critical considerations in the qualitative research landscape. Qualitative Research in Sport, Exercise and Health, 10(4), 391-399. https://doi.org/10.1080/2159676X.2018.1476010

Physical Literacy:

- Indigenous Communities: Active for Life (https://physicallit.wpengine.com/wp-content/uploads/2019/04/Indigenous-Communities-Active-For-Life_WEB_Mar2019.pdf)
- Developing Physical Literacy: Building a New Normal for all Canadians – (https://physicallit.wpengine.com/wp-content/uploads/2020/01/DPL-2_EN_web_November_2019-1.pdf)
- Physical Literacy Resources (https://physicalliteracy.ca/resources/)
- Physical Literacy Assessment for Youth, FUN (http://physicalliteracy.ca/wp-content/uploads/2017/01/PLAYfun_workbook.pdf)
- Physical Literacy Assessment for Youth, Basic (https://physicalliteracy.ca/portfolio-view/playbasic/)
- Physical Literacy in CanadaTools for Assessment (http://physicalliteracy.ca/wp-content/uploads/2016/08/Physical-Literacy-Tools-for-Assessment-in-Canada.pdf)

Evaluation

Your grade from each of the three theme-specific learning blocks will be equally weighted towards your overall grade in KINE 1900 as illustrated below.

$$TOTAL\ KINE\ 1900\ GRADE = \frac{Physical\ Fitness\ Grade}{3} + \frac{Physical\ Literacy\ Grade}{3} + \frac{Mental\ Health\ Grade}{3}$$

You must earn a minimum of 50% in EACH theme-specific learning block to pass KINE 1900. **If you do not earn a minimum of 50% in any theme-specific learning block, you will be required to re-take the <u>entire</u> KINE 1900 course.** There will be no opportunities to make-up a single theme-specific learning block.

The grade for each theme-specific learning block in KINE 1900 will be based on the following assessment items. The weight breakdown in each theme-specific learning block will be the same.

Assessment items	Weight in each theme-specific learning block	Percentage of overall KINE 1900 grade
Experiential engagement and reflective practice	40%	13.33%
Assignments	40%	13.33%
e-portfolio	20%	6.66%

Attendance & participation

To receive credit for each of the theme-specific learning blocks, students must attend and actively participate in a minimum of 75% of each theme-specific learning block to pass the full KINE 1900 course. Students who

miss more than two classes **will not** pass the theme-specific learning block, thus will not pass the full KINE 1900 course. Students who attend but do not participate will not receive full engagement for that class. In extenuating circumstances, such as an illness which prevents full participation, the student should contact the course director to initiate a conversation about an alternate method in which the student can actively participate for full engagement grade.

Grading, assignment submission, lateness penalties, and missed tests

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). For a full description of York grading system see the York University Undergraduate Calendar found here.

Class work submission

All work will be submitted to eClass or to your e-portfolio.

Lateness penalty

Students will be given a range of dates to submit their assignments that includes a three- or five-day window. Late assignments without advanced approval from the course instructor will incur a late penalty of 1% deduction of the assignment, per day.

Important course information for students

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ASCP.htm
https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf

- Senate Policy on Academic Honesty and the Academic Integrity Website
    - SPARK's Academic Integrity module
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

ADDITIONAL INFORMATION

KINE 1900 is a movement-based activity course. You are expected to be physically active and to wear the clothing and footwear that allows you to be comfortable and to move freely and safely in the environment in which movement occurs (e.g., indoors or outdoors). Footwear that is safe for physical movement and activity in the specific environment is required. In an indoor setting, this may include shoes with a rubber sole.

About the Physical Fitness theme-specific learning block

During this learning block, you will experience a diverse set of movement-based learning that will enhance their overall grasp of how the human body moves and the overall importance of movement for health, well-being, and performance. You will work in groups to build inter-personal/communication skills while exploring and reflecting upon previous physical activity experiences as well as those taking place in class.

Key Course Topics

- Core components of physical fitness (aerobic, strength, power & muscle endurance, balance, flexibility)
- Fundamental principles of training (specificity, overload, progression, rest)

- Training safety considerations and strategies (pre-exercise screening, contraindications to various exercises, space and equipment)
- Physiological adaptations (e.g., aerobic and resistance training adaptations, MSK, endocrine, body composition)
- Assessment and goal setting (multi-component assessments, field and laboratory tests, linking assessment results to program goals, SMART goals and behavioural change strategies)
- Program design / exercise prescription (prescribing multi-component exercise, integrating aerobic and resistance training, integrating principles of training, progression and periodization, inclusion of traditional and non-traditional modes of exercise participation that may or may not be specific to diverse cultural backgrounds)

Physical Fitness 8-week learning block: Tentative schedule

Week	Concepts	Experiences & Work Submission
1	Physical Fitness Defined / Physical Activity Guidelines	• Pre-recorded lecture with pertinent content • Small-group breakout activities to reflect/share physical activity experiences • WOW #1 - "Mini-week" experience of physical activity guidelines + extrapolation to big picture • Video – *Dr. Michael Evans: 23.5 hours* • e-portfolio exit ticket – Thought on the spot - "Can you meet these guidelines"
2	Safety in Physical Activity / Fitness Behaviours	• Case scenarios / role playing for safe and unsafe fitness behaviours • Video / demonstration / controlled experience of contraindicated movements • WOW #2 – simplicity / safety • e-portfolio exit ticket – Photo comment / caption
3	Adaptations to Physical Activity Participation – Physiological / Psychosocial	• Pre-recorded lecture with pertinent content • WOW #3 - various modes of activity to induce training stimulus for various physiological systems • Self-reflection/group discussion of perceived exertion experienced during in-class activities • e-portfolio Exit ticket – perceptions of perceived exertion • Discussion to explore psychosocial linkages
4	Fundamental Principals of Training	• Pre-recorded lecture with pertinent content • WOW #4 – Progressive overload in practice. 2-stage workout with increased intensity • Case-study – evaluate overall adherence to principles of training • e-portfolio exit ticket – burnout/overtraining real-world examples
5	Assessment of health, fitness, movement	• Review/discussion of key components of physical fitness + considerations for assessment • WOW #5 - Mock battery of multi-component fitness assessment • Reflection/discussion – assessment for performance vs health • e-portfolio exit ticket – create your own assessment
6	Modes of Physical Activity Participation	• Think-pair-share breakout groups to explore various pieces of equipment • WOW #6 – Completion of 2 separate but similar workout sets using Circuit vs. Traditional training • e-portfolio exit ticket – Fitness trends
7	Physical Activity / Fitness Programming – Progression / periodization	• Pre-recorded lecture with pertinent content • Case study – evaluation of periodized training plan • WOW #7 – Create a workout for partner + perform prescribed activity • e-portfolio exit ticket – importance of relative vs. absolute intensity

8	Implementing Physical Activity – Goal Setting and Behavioural Change	• Role-playing – mock motivational interview focused on enablers/barriers of physical activity participation • Small group/partner goal setting practice – Making goals SMARTer • e-portfolio exit ticket- your own barriers

About the Mental Health theme-specific learning block

During this theme-specific learning block you will gain a breadth of understanding of the mental health benefits of physical activity. Using experiential learning as a stimulus, you will critically reflect on how to support mental health through physical activity and be sensitive to the (un)intended consequences of physical activity. How can we promote physical activity in ways that are nurturing? How can we foster movement that provides opportunity to reclaim body and space?

Key Course Topics

- Central mental health and mental illness constructs (e.g., flourishing, enjoyment, self-compassion, radical hope, self-worth, connection, stress, anxiety, depression, disconnection, exclusion)
- Biopsychosocial mechanisms of the physical activity-mental health relationship
- Frameworks of understanding mental health and physical activity (e.g., medical model, dual continua model, biopsychosocial model with ecological system, critical theories, Indigenous model of mental health, Mad studies)
- Counter-narratives from an equity, diversity, inclusion perspective
- Strategies of cripping, queering, thickening, indigenizing mental health and movement
- Inclusionism

Mental Health 8-week learning block: Tentative schedule

Week	Concepts	Experiences & Work Submission
1	Theoretical perspectives of mental illness & mental health	• Pre-recorded lecture (with Medicine Wheel and Dual Continua Model handouts) • Thought on the spot/feeling on the fly for lecture • Bringing nature into the gym & sharing circle, getting rooted activity • e-portfolio submission on getting rooted • Small group sharing a story and picture of past physical activity experience • e-portfolio exit ticket on positionality as physical activity ambassador • Video: Arrowheads
2	Mechanisms of physical activity & mental health	• Pre-recorded lecture • Thought on the spot/feeling on the fly for lecture • Movement problem sets, teaching exchange • e-portfolio exit ticket • Narration of graphic comic book (Path of the Warrior)
3	Critical kinesiology & health science	• Pre-recorded lecture • Thought on the spot/feeling on the fly for lecture • Fitness testing • e-portfolio reflection for fitness testing • Minidocumentary (ReVisioning Fitness) • Thought on the sport/feeling on the fly for minidoc • Reading: Hockey Canada Scandal • Reading: trans swim policy ‘equal but separate’ • Thought on the spot/feeling on the fly: A visit to the saniest-ableist swear jar language check
4	Supporting anxiety through physical activity	• Pre-recorded lecture • Thought on the spot/feeling on the fly for lecture • Practicing mindful movement circuit, relaxation • e-portfolio exit ticket • Group fitness class and applying a working model of anxiety • e-portfolio worksheet for group fitness class • Reading: Wild Waterworks publicly weighs riders on waterslides • Reading: When exercise feels like a panic attack
5	Depression, suicide and physical activity	• Pre-recorded lecture • Thought on the spot/feeling on the fly for lecture • Participate in movement that brings you joy • ePortfolio picture with reflective tweet of joyful movement • e-portfolio self-efficacy principles in sport skills teaching exchange • Reading: Please stop telling me to go for a run

6	Self-care, compassion and movement	• Pre-recorded lecture • Thought on the spot/feeling on the fly for lecture • Campus-land connection activity • e-portfolio submission pin drop of fav movement spot • Reading: The unspoken truth about self-care
7	Cognitive impairment/neurocognitive disorders and physical activity	• Pre-recorded lecture • Thought on the spot/feeling on the fly for lecture • Participating in movement class for folx with dementia & small group discussion • e-portfolio worksheet submission
8	Exercise is medicine?	• Pre-recorded lecture • Thought on the spot/feeling on the fly for lecture • Role play instruction of common exercises & discuss • e-portfolio worksheet for role play • Reading: Exercise is medicine critical considerations

About the Physical Literacy theme-specific learning block

During this theme-specific learning block you will gain a breadth of understanding of physical literacy across the lifespan. Diverse movement-based activities will help you foster self-awareness of fundamental movement patterns and offer opportunities to critically reflect on their importance to lifelong physical activity participation.

Key Course Topics

- Critical definitions related to physical literacy and typical barriers to physical literacy development among diverse populations/environments
- Lifespan approach to physical literacy development, functional movements, plus their relationship to performance and health-related quality of life (i.e., youth, adolescence, emerging/young adults, middle age, older adults, & old-old adults)
- Experience, discover and reflect on various movements, settings and skills that encourage physical literacy
- The influence of motor skill development and personal lifelong participation in physical activity and sport
- Frameworks/Tools used to evaluate physical literacy in Canada

Physical Literacy 8-week learning block: Tentative schedule

Week	Concepts	Experiences & Work Submission
1	Definition, theoretical grounding, common terms (e.g., confidence, competence, motivation), fundamental movement skills (locomotor, non-locomotor, object control)	• The lifespan obstacle course teaser: An activity for each age period • Small group discussion: identify the fundamental movements skills used in the obstacle course, put yourself in their skin (choose a person vignette and discuss how they might experience the obstacle course and what that means for their physical literacy); discuss what your initial thoughts are about the definition of physical literacy • e-portfolio exit ticket
2	Youth/adolescence; developing confidence; key barriers (tied to the biopsychosocial perspective)	• Assessing physical literacy (using Canadian Assessment of Physical Literacy) • Reflect on your experience doing the assessment (and being the assessor) by answering the probing questions; pair-and-share • Meet at a playground for recess • e-portfolio exit ticket • Youth games or activities for non-sporty kids
3	Youth/Adolescence con't	• Youth/Adolescence con't • Connect concept of confidence to the activity; connect fundamental movement skills to the game • e-portfolio exit ticket
4	Emerging and young adults	• Technology-supported physical activity: using anything technology – an app, a class online, music, TV, AllTrails, virtual reality • Small group discussion: How does technology enhance and undermine physical activity opportunities? • e-portfolio exit ticket
5	Middle-age	• Adult colouring books, puzzles and games • Being in a 'club' charade (acting out sports, activities, movements in teams) • e-portfolio exit ticket
6	Older adults; focus on activities of daily living, instrumental activities of daily living	• Walkability/accessibility of your neighbourhood • Submit your neighbourhood rating with a picture and reflection to the probing questions for engagement • Land based learning, visit, reflection
7	Old-old; focus on activities of daily living, instrumental activities of daily living	• Facility-and community-based movement – guest speaker? • e-portfolio submission - write a letter to your older self
8	Frameworks used in Canada	• Assess yourself using existing frameworks • Evaluate (with a peer) the frameworks for inclusion, equity, and diversity • Think-pair-shares • Gallery walk using different frameworks • e-portfolio exit ticket

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SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE

Office of the Chair

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September 29, 2022

To: Curriculum on Undergraduate Studies,
School of Kinesiology and Health Science

Re: Proposal for new course, KINE 1900 (Integrated Physical Activity for Life 1)

On behalf of the School of Kinesiology and Health Science, I am writing to offer my support for the proposed KINE 1900, Integrated Physical Activity for Life 1.

The proposed course will provide a unique opportunity for first year students to 'learn through doing' by providing experiential education opportunities focused on physical activity. The 3-credit full year course will promote a lifespan and wholistic approach to health and physical activity and movement experiences delivered across three themes: (a) physical fitness, (b) physical literacy, and (c) mental health.

The School currently has three full-time tenure-track faculty that have supported the design of the course and will also be available to teach in KINE 1900. In addition, part-time faculty (~15) will be contracted to help deliver the student learning experiences. Finally, our ongoing partnership and collaboration with Athletics and Recreation will ensure the physical spaces necessary to deliver the course.

In summary, the School of Kinesiology and Health Science is pleased to support this new course proposal which will offer innovative experiential learning that is rooted in movement-based activity opportunities and the Pedagogy that Aids Transition for Higher-Ed Students (PATHS) framework, which supports first-year students in their transition to university in the Faculty of Health.

Sincerely,

A Belcastro

Angelo Belcastro, PhD
Chair, School of Kinesiology & Health Science

Library Support Statement

Course: IPAL 1XXX

I have reviewed the course proposal and the supporting reading list, and find that York University Libraries (YUL) have the required resources to support this undergraduate course based on the following criteria:

- Books (including e-books), handbooks and audio-visual resources
- Print and electronic journals from the YUL website/Omni
- Access to other libraries' holdings through Interlibrary Loans and resource sharing
- Ongoing purchases of new library materials based on course requirements
- Librarians' assistance with finding and using research information for appropriate purposes

The Libraries Omni search interface is the starting point for locating all resources including material in the reading list. With a single search you can find books, articles, videos, maps, government documents, open access materials, and more. Omni is a collaboration between 16 partner university libraries in Ontario. The York University Libraries community can now search and borrow from YUL as well as physical resources from our partner institutions. A York Libraries Omni catalogue search shows that there are adequate resources on physical fitness, mental health, and physical literacy. There are specific print and electronic resources on computational biology and physical activity, and all aspects of mental health and well-being. There are many resources related to communication skills, critical thinking, problem solving civil engagement and self-reflection and writing resources including SPARK. Students and faculty also have access to experiential education databases including, Primal Pictures (Anatomy TV) and Sage Video, & LinkedIn Learning amongst others.

Some important databases available through YUL Omni include,

- PubMed & Medline (Ovid)
- SportDiscus (and many other Ebsco databases)
- PsycInfo (and many other relevant ProQuest databases) and APA PsycNet
- Scopus
- Web of Science
- A-Z databases at YUL: http://researchguides.library.yorku.ca/az.php

The Kinesiology, Biology and Nursing library guides are excellent resources for locating subject specific databases, encyclopedias, books and dictionaries.

Kinesiology & Health Sciences: http://researchguides.library.yorku.ca/kinesiology
Biology: http://researchguides.library.yorku.ca/biology
Nursing: http://researchguides.library.yorku.ca/nursing

The Libraries subscribe to all the important Kinesiology & Health Sciences journals. York University Libraries has all the journals and books mentioned in the reading list. Undergraduate and graduate students can request books and journal articles (free of cost) that are not available at York by using the interlibrary loan system RACER:

https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/

Books that are not available at York University Libraries can also be requested from other Ontario Libraries using the Omni search interface. Specific course books and other resources can be made available from the Steacie reserve desk by completing an online request form https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/places-items-on-reserve/ specifically from this link: reserves.library.yorku.ca

Librarians also provide library research skills through workshops on topics, including:

- Formulating search strategies in health science databases and helping with subject specific research strategies
- Creating customized course guides for help with library resources
- Managing and organizing references using citation management tools

There may be specific areas that require additional resources. Content Development & Analysis in the library is an ongoing process. It is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Please forward any additional requests for purchase to the Libraries Content Development Department at *yul_cda@yorku.ca*

In summary, I would state that the York University Libraries are well-positioned to support this undergraduate course.

Sincerely,

Rajiv Nariani
Research Visibility Librarian
102L, Steacie Science and Engineering Library
York University
Toronto, ON
P: (416) 736-2100 x20396
rajivn@yorku.ca
30th Aug 2022

New Course Proposal Form

School/Department: KINESIOLOGY & HEALTH SCIENCE

Course Rubric and Number: **KINE 2900**

Credit Weight: 3.0 (e.g. 3.00, 6.00)

Effective Session: FW 2024-25 (e.g. Fall 2021, F/W 2021-22)

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

Integrated Physical Activity for Life II: Adapted & Inclusive Physical Activity, Leadership, & Safety

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

Integrated Physical Activity for Life II

Brief Course Description: *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of...,"*

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.

Provides foundational and developmental knowledge in adapted & inclusive physical activity, leadership, and safety. These themes will build upon learning from IPAL I (e.g., KINE 1900) themes of mental health, physical fitness, and physical literacy. Movement-based exploration of various physical activities in different/diverse contexts will be utilized to provide students with a holistic view of physical activity across the lifespan. The course aims to expands knowledge in each of the areas through practice-based learning rooted in physical movement and builds connections between learning experiences through reflection on physical activity and the artifacts used to develop an e-portfolio.

List course(s) where applicable:

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

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

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

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

Open to:	Kinesiology students who have completed KINE 1900
Not open to:	
Notes:	All Kinesiology students must successfully complete this course for graduation

Science Course:	YES	NO
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		X

Section A - Course Rationale:

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

This course is the product of a significant program/curricular change within the school of Kinesiology & Health Science. The existing non-credit PKIN program will be phased out and replaced by the new, for credit, Integrated Physical Activity for Life (IPAL) Program. The IPAL program represents an innovative curricular shift that will provide all KINE students with experiential education opportunities that are relevant, diverse, and rooted in current pedagogical best practices. The program will endeavor to promote a lifespan and wholistic approach to health and physical activity and movement experiences rather than sport skill mastery. Moving away from sport specific PKIN courses, IPAL will be delivered across six theme-specific learning blocks divided into two years. Year 1 – KINE 1900 consists of the following three theme-specific learning blocks: (A) physical fitness, (B) mental health, and (C) physical literacy. Year 2 – KINE 2900 will offer the following theme-specific learning blocks: (A) adapted and inclusive physical activity, (B) safety, and (C) leadership. Unlike the PKIN program, IPAL will allow students to attain academic credit. This is made possible through deliberate curricular design strategically aligned with the School of Kinesiology and Health Science program learning outcomes. The IPAL program will strive to develop all Kinesiology students into well rounded ambassadors of physical activity who possess the knowledge and ability to critically promote healthy behaviours of physical activity for themselves, and those around them.

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.

Throughout the development of the IPAL program, the School of Kinesiology and Health Science Program Learning Outcomes have been at the core of decision making. Each of the three theme-specific learning blocks within the course have their own learning outcomes which have been mapped onto those of the School and intricately scaffolded to support students as they progress to the 2nd year IPAL course and beyond.

The mission statement of the IPAL program is: “The Integrated Physical Activity for Life (IPAL) program strives to develop all Kinesiology students into well rounded ambassadors of physical activity who possess the knowledge and ability to promote active healthy behaviours for themselves, and those around them.”

This vision will be achieved through 1) purposeful curriculum design, delivery, and assessment, 2) innovative and relevant experiential education opportunities that emphasize physical activity / movements, and 3) a firm commitment to equity, diversity, and inclusion.

The IPAL program aligns with the School of Kinesiology and Health Science’s vision statement and will endeavor to promote a lifespan wholistic approach to health and physical activity participation that is grounded in current best practices. The IPAL courses, offered in the 1st and 2nd years as full year, 3 credit courses will be mandatory. These physical activity courses will provide theme-specific specialized knowledge, with integrated classroom focused experiential education opportunities and learning. The course supports learners in developing essential 21st century skills including critical thinking, teamwork, problem solving, and self-reflection thus aligned with York’s 2020-25 UAP priority in 21st Century Learning. The course also aligns with York’s priority in Living Well Together as students examine “culturally-specific” physical activities as they develop physical literacy. They will also have opportunities to engage in, and learn from, land-based experiential education to celebrate movement of Indigenous Peoples and Communities. These learning experiences will support students' wellbeing and empower them to influence those around them as well.

The IPAL team believes, firmly, that this mission closely aligns with that of the School of Kinesiology and Health Science, the Faculty of Health, and York University.

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 proposed course will replace the existing PKIN program and, as such, will stand alone as the primary provider of activity-based experiential education for Kinesiology and Health Science students. Experiences from the IPAL program will provide good foundational knowledge for students as they enter future KINE courses and participate in varied/diverse experiential learning environments that may rely upon their experiences in KINE 1900 and KINE 2900.

Consultation has taken place and will be ongoing with all course instructors, the IPAL faculty team and undergraduate program directors. Where possible, existing PKIN instructors will be provided an opportunity to apply to teach IPAL theme-specific sections.

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

Approximately 825 students 1000 (There will be approximately 33 sections of 25 students)

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

	Fully online
X	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):

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.

Students will have 1.5h/wk over 3x 8-week theme-specific learning blocks for this course. This contact time will be in-person and primarily movement-based learning. There will be supplemental theoretical content provided using various modes of delivery to supplement this movement-based learning. **This will not exceed the 1.5hrs/wk of contact time for students**.

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.

Not applicable

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

This course will be offered every year, and potentially during the summer. Given that it is part of the core curriculum, students will need ample opportunity to successfully complete the course.

	YES	NO
5. Can you staff this course using current teaching capacity?		X

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

CUPE 2 course instructors will be needed to ensure all sections are covered.

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

Stephanie Bowerman
Larkin Lamarche
Chip Rowan
CLA (current search – position commences July 2023)
CUPE 2 instructors

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://lts.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.

Adapted and Inclusive Physical Activity

- Defining inclusion and adapted physical activity, inclusive language, and communication
- Accessibility, overcoming barriers to inclusive physical activity
- Activity implications and considerations for individuals across a lifespan, Individual with disabilities and diverse populations
- Cultural inclusion
- Wheelchair movement/games/sports
- Paralympics, sport classification
- Approaches to modifying movement experiences (Newall's Model – individual, task and environment constraints)
- Application of inclusive practices

Leadership:

- Identify / define leadership attributes and models of leadership development within the realm of Kinesiology and Health Science and beyond
- Explore personal leadership skills and traits for short-and-long term physical activity goals
- Reflective practice and social relationships in health behaviour and leadership
- Evaluate various physical activity contexts, the dynamics/inter-relationships of frequently occurring leadership scenarios with a specific focus on equity, diversity, and inclusion
- Unconscious bias and its implications.

Safety:

- Define safety as it applies to a broad range of physical activity contexts
- Characteristics of (un)safe physical, social, cultural, and psychological environments for diverse populations.
- Evaluate various physical activity environments/contexts for safety
- Safety/emergency action plans and preventing/mitigating adverse events
- Safety techniques across a broad range of physical activity settings and diverse populations
- Analyze and enhance the safety of environments for physical activity participation and age-specific considerations
- Practical safety skills and techniques of first aid/emergency care skills required for common physical injuries and mental illness found in a physical activity setting

	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.

Adapted & Inclusive PA: Indigenizing the concept of adapted and inclusive physical activity to include and celebrate movement of Indigenous Peoples and Communities. Land-based activities will also be experienced in the course. We will integrate Indigenous led and created resources and knowledge (e.g., iactive.ca, National Indigenous Physical Activity Awareness Week toolkit) for course material.

Leadership: The concept of unconscious bias will include implications this has had on Indigenous and Original Peoples in physical activity spaces as an example. Indigenizing the concept of leadership to include relational, community, and connection to the land.

Safety: The notion of safety will be conceptualized broadly to include culture and the natural world, including Indigenous and Original Peoples history on the land. We will integrate Indigenous led and created resources and knowledge (e.g., Indigenous Educational Toolkit for Understanding Air Quality) for course material.

*****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:

Over-arching teaching objectives for KINE 2900:

- Provide introductory/developing knowledge related to key elements adapted and inclusive physical activity, leadership and safety that will scaffold from IPAL I (i.e., KINE 1900) and across other KINE courses towards eventual mastery.
- Expose students to diverse forms of physical movement to elucidate their value to health.
- Provide students with opportunity to reflect on, and apply, concepts of equity, diversity, inclusion, indigenizing and social justice in movement experiences and spaces.
- Provide students with the opportunities to develop and practice skills in communication, teamwork, problem solving, civil engagement, self-reflection, and critical thinking.

Adapted & Inclusive Physical Activity:

- Provide opportunities for students to engage in positive and inclusive language/communication with or about diverse populations and ages.
- Encourage students to reflect on the definition of inclusion from a complete approach.
- Expose students to various approaches to modifying movement and physical activity experiences.
- Provide students the opportunity to feel and reflect when using adaptive equipment or participating in adapted activity to increase physical activity participation.
- Expose students to Paralympic sports and classifications.
- Provide students opportunities to analyze and develop movement/activities for a more inclusive approach.

Leadership:

- Provide opportunities for students to reflect on their personal leadership attributes and skills.
- Encourage students to practice various leadership models in physical and activity and movement leadership.
- Provide opportunities for students to practice and develop strategies and tools that promote healthy physical activity behaviours of others.
- Expose students to various contexts to practice how reflective thinking and social relationships can impact overall health and wellness across a lifespan.
- Provide students opportunities to evaluate various physical activity contexts, the dynamics/inter-relationships of frequently occurring leadership scenarios with a specific focus on equity, diversity and inclusion.
- Provide training/education regarding unconscious bias and its prevalence/implications in human movement contexts

Safety:

- Provide opportunities for students to explore safety concepts in a broad range of physical activity contexts.
- Encourage students to explore safety and characteristics of unsafe physical, social, cultural, and psychological environments.
- Expose students to various contexts in which a safety/emergency action plan can be developed to prevent/mitigate adverse events.
- Provide students opportunities to evaluate diverse physical activity settings and enhance safety across a lifespan.
- Provide opportunities for students to practice safety skills and techniques of first aid/emergency care for common physical injuries and mental health crises.

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:

Adapted & Inclusive Physical Activity

After completing this theme-specific learning block, students will be able to:

1. Define and identify the benefits and barriers of inclusion and accessibility when discussing the importance of increasing physical activity participation and health for various ages and populations.
2. Explain and apply Newall's Modell to physical activities when participating in modifying movement/sport for people with disabilities.
3. Experience and reflect how rules and classifications of sport(s) create fair and equitable play among Paralympic athletes.
4. Experience, feel and reflect upon movement in different ways to construct new ideas of inclusion and physical activity through experiential education learning.
5. Develop and present in a group, a physical activity program that fosters an inclusive setting with appropriate modifications within various contexts.
6. Showcase abilities, achievements and/or evidence of student learning progression and self-reflection in an e-portfolio.

Leadership

After completing this theme-specific learning block, students will be able to:

7. Identify and define leadership attributes and apply models of leadership development and evaluation within the realm of kinesiology and health science and beyond.
8. Evaluate, using diverse real-world physical activity examples, the dynamics/inter-relationships of frequently occurring leadership qualities with a specific focus on equity, diversity and inclusion.
9. Explore and reflect upon personal leadership skills and experiences through experiential education activities while integrating new leadership traits that will enable the achievement of short- and long-term physical activity goals for yourself and others.
10. Experience and reflect on mindfulness, unconscious bias, and social responsibility as it related to leadership.
11. Showcase abilities, skills and/or evidence of student learning progression and self-reflection in leadership through an e-portfolio.

Safety

After completing this theme-specific learning block, students will be able to:

12. Define safety as it applies to a broad range of physical activity contexts.
13. Evaluate various physical activity contexts and report the characteristics of unsafe physical, social, cultural, and psychological environments for diverse participant populations.
14. After reflection of experiences, apply critical thinking skills and knowledge of safety techniques to address concerns (i.e., physical, mental, social/emotional, spiritual) across a broad range of physical activity settings for diverse populations.
15. Assess specific situations and develop a safety/emergency action plan to prevent/mitigate adverse events.
16. Analyze various case studies and develop a safe environment for physical activity participation that addresses age-specific considerations related to programming across a lifespan.
17. Apply practical safety skills and techniques to demonstrate knowledge of first aid/emergency care skills required for common physical injuries and mental health conditions found in a physical activity setting.
18. Showcase abilities, skills and/or evidence of student learning progression and self-reflection of safety in physical activity through an e-portfolio.

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:

- Use of PATHS resources to teach about reflection and self-reflection
- Use of PressBook, H5P videos
- Experiential education (mostly classroom-focused and involving movement)
    - Movement-based learning through structured and unstructured physical activity offerings
    - Case studies and reflection based on real-world scenarios
- Lectures (synchronous and asynchronous)

- Group discussion
- Active learning, examples below:
    - Virtual demonstrations (procedural demonstrations with video)
    - Think/Pair Share
    - Quick writes
    - Simulation/role playing
    - Artistic creation (e.g., photos, podcast, vlog, visual art, music)
    - Opportunities for movement, play and sport
- e-portfolio
    - Creation of at least 1 e-portfolio element within each of the three theme-specific learning blocks
    - This will be a "living" document that students will be encouraged to contribute to, and reflect upon, during KINE 1900, KINE 2900, and in 3rd and 4th year elective IPAL courses
    - This document will support students' participation in upper-level elective WIL and/or CSL EE courses – It will be a resource for securing placements and community-based opportunities for students

Section D - Course Mapping and Constructive Alignment

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

			For EE Activities Only	
Teaching and Learning Activity	**Which course learning outcome/s will this activity help student achieve?**	**Will this activity include a formal, graded assessment of student learning? (Y/N)** *A detailed description of assessment and evaluation strategies will be provided in the next section.*	**How you will engage students in reflection around this activity?**	**Corresponding EE Strategy** **1-** Classroom Focused **2-** Community Focused **3-** Work Focused
Example: *1. Guest Speaker representing a community-focused agency*	*Example: Identify and critically evaluate challenges to implementing equity-informed health policies* *OR* *Learning Outcome #3*	*Example:* *N*	*Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.*	1
Adapted and Inclusive Physical Activity				
Lectures	Learning outcomes 1, 2	N		
PATH Materials (Reflection, Teamwork)	Learning outcomes 3, 4, 5, 6	N		
Experiential Education (movement-based)				
EE – communications activities, inclusion definitions	Learning outcome 1	N	Letter writing: Students compose a letter to themselves containing their assumptions, beliefs, and values that relate to adapted and inclusive	1

			activity (first class). This is submitted to the course instructor. After 7 weeks, the instructor will hand back their letter and the students can reflect/comment on any changes they observed over the course.	
EE – games across a lifespan	Learning outcomes 1, 4	Y	One minute paper – discuss moments from each age category, reflect on how you can change/adapt activity to create more inclusive participation, reflect on concepts of inclusion, equity and diversity	1
EE – childhood/family/cultural traditions	Learning outcomes 1, 4	Y	Review definition of Inclusion – revisit definition after discussion on cultural inclusion, have you ever felt you were not culturally included or accepted? Guided Reflection Questions	1
EE – using Newall's Model to modify physical activity	Learning outcome 2	Y	Exit tickets – reflect on what they learned in class, what questions they still have and what was their main take-home piece.	1
EE – movement in a wheelchair	Learning outcomes 3, 4,	Y	Guided reflection on concrete experience; reflecting on the what? So what? And Now what? cycle of reflection.	1
EE – movement with a blindfold	Learning outcomes 3, 4	Y	Guided reflection on concrete experience; reflecting on the what? So what? And Now what? cycle of reflection. Words: Share with three words that represent your experience	1
EE – Paralympics	Learning outcome 3	N	KWL – what do students know, want to know, and what did they learn?	1
Experiential Education (non-movement-based)				
Group Discussions	Learning outcomes 1, 2, 5	N	Think-Pair-Shares – add discussion in class to incorporate content/reading/lectures into application. Utilize group discussions to reflect on case studies and how other theme-specific learning blocks are integrated	1
Active Learning	Learning outcomes 1, 2, 5	Y	Gallery Walks (With different case studies, use Newall's Model to identify individual, task, environment) – groups walk around recording answers Present improvements	1

			Cross-Overs – in groups work together to develop an inclusive program by applying Newall's Model. Switch groups and present population and listen to others, report back to group. Think-Pair-Share	
e-portfolio (Teamwork, Self-Reflection)	Learning outcome 6	Y	e-portfolio Exit Tickets will guide reflections throughout the 8-week block. e-portfolio with a guided reflection on specific experiences and overall student learning progress -Reflect on learning from IPAL 1 into IPAL 2 and across themes. How has IPAL contributed to your personal journey as an ambassador in Kinesiology?	1
Leadership				
Lectures	Learning outcome 7	N		
PATH Material (Teamwork, Self-Regulation, Self-Reflection)	Learning outcomes 9, 10	N		
Experiential Education (movement-based)				
EE – Teaching a new movement	Learning outcomes 9, 10, 11	Y	Think-pair-and-teach a new movement and complete an e-portfolio exit ticket based on reflection questions.	1
EE – Activity teaser facilitated by leaders with different styles	Learning outcomes 7, 8, 9	N	e-portfolio exit ticket describing leadership qualities you liked and didn't like	1
EE – Passing the leadership baton obstacle course	Learning outcomes 10, 11	N	In obstacle course team, discuss leadership qualities that facilitated and undermined group effectiveness; submit e-portfolio exit ticket with a short and long-term leadership goal for the course.	1
Experiential Education (non-movement-based)				
EE – role play	Learning outcomes 7, 8, 9, 10	Y	Role play various situations or circumstances. Case Study – provide a type of simulation aimed at giving the learners experience in the sort of decision making required later.	1
e-portfolio	Learning outcomes 8, 9, 10, 11	Y	e-portfolio Exit Tickets will guide reflections throughout the 8-week block. e-portfolio submission with a guided reflection on specific experiences and	1

			overall student learning progress -Reflect on learning from IPAL 1 into IPAL 2 and across themes. How has IPAL contributed to your personal journey as an ambassador in Kinesiology?	
Group discussions	Learning outcomes 7, 8, 9, 10	N		
Safety				
Lectures	Learning outcomes 12, 13, 16	N		
PATH Materials (Teamwork, Self-Reflection)	Learning outcomes 14, 16	N		
Experiential Education (movement-based)				
EE – Moving in space	Learning outcomes 13, 14	Y	Observe and share, complete worksheet with reflective questions e-portfolio Exit ticket	1
EE – Safety round robin	Learning outcomes 12, 13, 14, 15, 16	Y	e-portfolio exit ticket with observations of all types of safety concerns throughout round robin with suggested mitigation strategies	1
EE – teach a favourite sport movement to a peer	Learning outcomes 13, 14	N	Pair-and-teach; e-portfolio exit ticket reflecting on peer feedback	1
EE – move and identify	Learning outcomes 14, 15, 16	N	Choose from 3 activities and drop an observation of safety concern in the safety hat during play.	1
EE – Active Learning	Learning outcome 15, 16, 17	N	Heads Together – Assessing situations and developing safety/emergency plan.	1
Experiential Education (non-movement-based)				
EE – role play with curveball	Learning outcome 15, 16, 17	Y	Role play various situations or circumstances with a planted curveball to address safety concern. e-portfolio Exit tickets	1
e-portfolio	Learning outcome 14, 15, 16, 17, 18	Y	e-portfolio Exit Tickets will guide reflections throughout the 8-week block. e-portfolio with a guided reflection on specific experiences and overall student learning progress -Reflect on learning from IPAL 1 into IPAL 2 and across themes. How has IPAL contributed to your personal journey as an ambassador in Kinesiology?	1
Group discussions	Learning outcome 15, 16, 17	N	Brainstorm, Categorize and Roam – Analyze various case students as a group, develop a safety plan, categorize their safety plan	1

			in physical, social, cultural, psychological. Students roam the room to study other groups safety plans. Have group discussions. Consensus Groups – provide scenario and have groups come together to present their group's consensus to the whole class.	
EE - Guest speaker from TAIT	Learning outcome 12	Y	e-portfolio exit ticket	1

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

Not applicable

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

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

Learning/Teaching with Technology:

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

- eClass will provide students with a centralized learning environment that will enable discussion boards, posting of video and written content
- e-portfolio platform will serve as a container of artifacts to be evaluated
- Panopto will allow for the creation of various forms of video content by and for students that will enable the provision of quality, timely feedback for movement-based activities; this can be posted on eClass and peer-reviewed/discussed to enhance learning
- Zoom will enable synchronous – remote connection among students and potentially guest speakers who can integrate multi-media content seamlessly using this platform
- H5P can be incorporated via eClass to provide interactive content for students
- Creation of post-theme eLearning modules with built in quiz features could be explored as a summative evaluation of student learning
- Technology to support video creation for student assignments
- Additional theme-specific technology equipment/tools that can be used directly in the class for practicums

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.)

Formal examinations will not be a part of the KINE 1900 or KINE 2900 courses. Evaluation components will embrace novel trends in evaluation of student learning. These include, but are not limited to, reflection-based assignments, e-portfolio creation, individual/group assignments, and presentations.

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.

Student grades from each of the three theme-specific learning blocks will be equally weighted towards their overall grade in KINE 2900 as illustrated below.

$$TOTAL\ KINE\ 2900\ GRADE = \frac{Adapted\ \&\ Inclusive\ PA\ Grade}{3} + \frac{\text{Leadership}\ Grade}{3} + \frac{\text{Safety}\ Grade}{3}$$

Students must earn a minimum of 50% in each theme-specific learning block to successfully complete KINE 2900. If students do not earn a minimum of 50% in any theme-specific learning block, they will be required to re-take the entire KINE 2900 course. There will be no opportunities to make-up a single theme-specific learning block.

The grade for each theme-specific learning block in KINE 2900 will be based on the assessment items in the table below. The weight breakdown in each theme-specific learning block will be the same.

Note that all three themes will have the same weight to the final course grade

Assessment Strategy	Percentage (%) of Theme-Specific Final Grade	Evaluated Learning Outcome(s)
Adapted and Inclusive Physical Activity		
• Experiential Engagement and Reflection	40%	1, 2, 3, 4
• Assignments (project/presentation)	40%	1, 2, 5
• e-portfolio	20%	3, 4, 6
Leadership		
• Experiential Engagement and Reflection	40%	7, 8, 9, 10
• Assignments (project/presentation)	40%	8, 9, 10
• e-portfolio	20%	10, 11
Safety		
• Experiential Engagement and Reflection	40%	13, 14, 15, 16, 17
• Assignments (project/presentation)	40%	12, 15, 17
• e-portfolio	20%	14, 15, 16

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.

- Formal and informal feedback from course instructor during in-class movement-based experiences
- Small-group discussion working through case-studies based on real world scenarios
- H5P video content with built-in prompts/questions that can be captured by eClass
- Ongoing student reflection through weekly/bi-weekly participation logs/worksheets
- Physical and virtual opportunities to collaborate learning and discussion (eClass Forums, Groups/Teams)

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.).

Adapted and Inclusive Physical Activity
https://ala.ca/moving-inclusion - MOVING TO INCLUSION (modules and quizzes available online)

https://ala.ca/sites/default/files/wp-content/uploads/The-ability-toolkit.pdf - THE ABILITY TOOLKIT

Braga, L. Tracy, J., & Taliaferro, A. (2015). Physical Activity Programs in Higher Education: Modifying Net/Wall Games to Include Individuals with Disabilities. *Journal of Physical Education, Recreation and Dance, 16-22*.

Leadership
To be determined

Safety
Indigenous Educational Toolkit for Understanding Air Quality. Accessed: https://iactive.ca/resources/

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.)

Adapted and Inclusive Physical Activity
To determined

Leadership
To be determined

Safety
To be determined

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 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?

Students will require access to eClass. eLearning software such as Articulate 360 would be an asset for faculty to develop online modules that can be rolled out for consistent theme-specific learning to all students. Group licenses are available.

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)

This course will take place in a variety of settings that will enable physical activity participation. These include, but are not limited to, outdoor fields, gymnasia, the Toronto Track and Field Centre, swimming pool, arena, dance/fitness studios. Access to AV equipment will be required sporadically and arrangements can be made for ad-hoc requests.

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	
Expected section size = 25 students.		
• 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	
Designated course coordinator(s) (T7) would be a tremendous asset to integrate marks from various instructors and communication across the 3 themes over the course of the year.		
• If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:		
o Will the instructor need to travel to visit the off-campus community partner(s)?	**YES**	**NO**
		X
o 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	
The Experiential Education Coordinator will act as a consultant for iterative curricular changes that may take place annually within each theme-specific selection of offerings. The Experiential Education Coordinator may also provide logistical support when needed (e.g., affiliation agreements, risk management requirements). The Experiential Education Coordinator may also support evaluations and feedback forms for experiential education activities from students and community partners where applicable.		
o Is the placement intended to be domestic or international, or both?	**Domestic**	

	International	
	Both	
• If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:	**YES**	**NO**

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

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson (rfinlays@yorku.ca). 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/.

KINE 2900: Integrated Physical Activity for Life (II)

Faculty of Health
Kinesiology and Health Science

Course: KINE 2900 **Course webpage**: eClass
Term: Fall/Winter 2024/2025
Prerequisite / Co-requisite: IPAL 1XXX

Course directors

Dr. Stephanie Bowerman (she/her) – sbowerma@yorku.ca
Dr. Larkin Lamarche (they/them) – lamarche@yorku.ca
Dr. Chip Rowan (he/him) – crowan@yorku.ca

Course consultation hours: Appointment set up by email with individual course instructors

Time and location

Section A
- Lab 01a (1.5 hrs/week for 8 weeks – Adapted and Inclusive Physical Activity)
- Lab 01b (1.5 hrs/week for 8 weeks – Leadership)
- Lab 01c (1.5 hrs/week for 8 weeks – Safety)

Section B
- Lab 01a (1.5 hrs/week for 8 weeks – Leadership)
- Lab 01b (1.5 hrs/week for 8 weeks – Safety)
- Lab 01c (1.5 hrs/week for 8 weeks – Adapted and Inclusive Physical Activity)

Section C
- Lab 01a (1.5 hrs/week for 8 weeks – Safety)
- Lab 01b (1.5 hrs/week for 8 weeks – Adapted and Inclusive Physical Activity)
- Lab 01c (1.5 hrs/week for 8 weeks – Leadership)

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Territorial acknowledgement

York University recognizes that many Original Peoples have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. This territory acknowledgement does not come without action for truth and reconciliation (see the Calls to Actions from the Truth and Reconciliation Commission of Canada). Learn more about the significance of this acknowledgement in a settler institution like York University here.

Expanded course description

KINE 2900 is to provide foundation and developmental knowledge in adapted and inclusive activity, leadership, and safety. These theme-based learning blocks will build upon learning from KINE 1900 themes (physical fitness, physical literacy, and mental health). Movement-based exploration of various physical activities in different/diverse contexts will be utilized to provide students with a holistic view of physical activity across the lifespan. The course aims to expands knowledge in each of the areas through practice-based learning rooted in physical movement and builds connections between learning experiences through reflection on physical activity and the artifacts used to develop an e-portfolio.

Overall course objectives

- Provide introductory/developing knowledge related to key elements adapted and inclusive physical activity, leadership and safety that will scaffold from IPAL I (i.e., KINE 1900) and across other KINE courses towards eventual mastery.
- Expose students to diverse forms of physical movement to elucidate their value to health.
- Provide students with opportunity to reflect on, and apply, concepts of equity, diversity, inclusion, indigenizing and social justice in movement experiences and spaces.
- Provide students with the opportunities to develop and practice skills in communication, teamwork, problem solving, civil engagement, self-reflection, and critical thinking.

Organization of the course

This full year (24-weeks) course will be offered in the fall semester and will be delivered across three theme-specific learning blocks: (A) **Adapted and Inclusive Physical Activity**, (B) **Leadership**, and (C) **Safety**. The theme-specific learning blocks will each be 8-weeks long and will utilize movement-based exploration of various physical activities in different/diverse contexts in weekly in-person sessions of about 25 students. IPAL, including KINE 2900, will endeavor to promote a lifespan holistic approach to health and physical activity and movement experiences rather than sport skill mastery. Students will rotate through the theme-specific learning blocks on a specific rotation which will also have multiple sections for each.

Each of the three theme-specific learning blocks within the course have their own learning outcomes which have been mapped onto those of the School of Kinesiology and Health Sciences and intricately scaffolded supporting students as they progress from IPAL I (i.e., KINE 1900) in the first year into IPAL II (i.e., KINE 2900) in second year and beyond.

Potential learning activities may include any of the following:

- Pre-recorded lectures
- Movement-based experiences (e.g., sport, play, fitness, land-connection movement, lifestyle activity)
- Group discussion
- Case studies
- Simulations / role playing
- Supplemental online resources (videos / readings)
- Creative artifacts (e.g., photos, podcast, vlog, visual art, music)
- e-portfolio artifacts (written, audio)

Technical requirements for taking the course

Although this course is an in-person, movement-based practicum, several platforms will be used in this course (e.g., eClass, Zoom) through which students will interact with the course materials, the course instructors / TAs, as well as with one another.

Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

For the student guide to Remote and Online Learning resources, please visit this link: https://www.yorku.ca/scld/remote-learning/

To fully participate in the course, a computer with a microphone is needed. Turning on your webcam is optional. Stable, higher speed internet can help with class engagement. A way to determine Internet connection and speed: there are online tests, such as Speedtest, https://www.speedtest.net/ that can be run.

Useful links describing computing information, resources and help for students

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

Theme-Specific learning block descriptions

Below are learning outcomes for each theme-specific learning block.

After completing the **Adapted and Inclusive Physical Activity** theme-specific learning block, you will be able to:

1. Define and identify the benefits and barriers of inclusion and accessibility when discussing the importance of increasing physical activity participation and health for various ages and populations.
2. Explain and apply Newall's Modell to physical activities when participating in modifying movement/sport for people with disabilities.
3. Experience and reflect how rules and classifications of sport(s) create fair and equitable play among Paralympic athletes.

4. Experience, feel and reflect upon movement in different ways to construct new ideas of equity and inclusion of physical activity through experiential education learning.
5. Develop and present in a group a physical activity program that fosters an inclusive setting with appropriate modifications within various contexts.
6. Showcase abilities, achievements and/or evidence of student learning progression and self-reflection in an e-portfolio.

After completing the **Leadership** theme-specific learning block, you will be able to:

1. Identify and define leadership attributes and apply models of leadership development and evaluation within the realm of kinesiology and health science and beyond.
2. Evaluate, using diverse real-world physical activity examples, the dynamics/inter-relationships of frequently occurring leadership qualities with a specific focus on equity, diversity and inclusion.
3. Evaluate, using diverse real-world physical activity examples, the dynamics/inter-relationships of frequently occurring leadership qualities with a specific focus on equity, diversity and inclusion.
4. Explore and reflect upon personal leadership skills and experiences through experiential education activities while integrating new leadership traits that will enable the achievement of short- and long-term physical activity goals for yourself and others.
5. Experience and reflect on mindfulness, unconscious bias, and social responsibility as it related to leadership.

After completing the **Safety** theme-specific learning block, you will be able to:

1. Define safety as it applies to a broad range of physical contexts.
2. Evaluate various physical activity contexts and report the characteristics of unsafe physical, social, cultural, and psychological environments for diverse participant populations.
3. After reflection of experiences, apply critical thinking skills and knowledge of safety techniques to address concerns (i.e., physical, mental, social, emotional, spiritual) across a broad range of physical activity settings for diverse populations.
4. Assess specific situations and develop a safety/emergency action plan to prevent and mitigate adverse events.
5. Analyze various case studies and develop a safe environment for physical activity participation that addresses age-specific considerations related to programming across a lifespan.
6. Apply practical safety skills and techniques to demonstrate knowledge of first aid/emergency care skills required for common physical injuries and mental health conditions in a physical activity setting.

COURSE TEXT / READINGS

This course will utilize a Course Kit that will include course content, readings, and experiential education worksheets. Course Kits can be purchased through the York University Bookstore. Please see the York University webpage (http://bookstore.yorku.ca) for ordering course kits.

Additional readings may be assigned or recommended during the course.

Adapted and Inclusive Physical Activity:

- https://ala.ca/moving-inclusion - MOVING TO INCLUSION (modules and quizzes available online)
- https://ala.ca/sites/default/files/wp-content/uploads/The-ability-toolkit.pdf - THE ABILITY TOOLKIT
- Braga, L. Tracy, J., & Taliaferro, A. (2015). Physical Activity Programs in Higher Education: Modifying Net/Wall Games to Include Individuals with Disabilities. *Journal of Physical Education, Recreation and Dance, 16-22.*

Leadership:
To be determined.

Safety:
Indigenous Educational Toolkit for Understanding Air Quality. Available: https://iactive.ca/resources/

Evaluation

Your grade from each of the three theme-specific learning blocks will be equally weighted towards your overall grade in KINE 2900 as illustrated below.

$$TOTAL\ KINE\ 2900\ GRADE = \frac{Adapted\ \&\ Inclusive\ PA\ Grade}{3} + \frac{\text{Leadership}\ Grade}{3} + \frac{\text{Safety}\ Grade}{3}$$

You must earn a minimum of 50% in EACH theme-specific learning block to pass KINE 2900. **If you do not earn a minimum of 50% in any theme-specific learning block, you will be required to re-take the <u>entire</u> KINE 2900 course.** There will be no opportunities to make-up a single theme-specific learning block.

The grade for each theme-specific learning block in KINE 2900 will be based on the following assessment items. The weight breakdown in each theme-specific learning block will be the same.

Assessment Strategy	**Weight in each theme-specific learning block**	**Percentage of Overall KINE 2900 Grade**
Experiential Engagement and Reflection	40%	13.33%
Assignments (project/presentation)	40%	13.33%
e-portfolio	20%	6.66%

Attendance & participation

To receive credit for each of the theme-specific learning blocks, students must attend and actively participate in a minimum of 75% of each theme-specific learning block to pass the full KINE 2900 course. Students who miss more than two classes **will not** pass the theme-specific learning block, thus will not pass the full KINE 2900 course. Students who attend but do not actively participate will not receive full engagement for that class. In extenuating circumstances such as an illness which prevents full participation, the student should contact the course director to initiate a conversation about an alternate method in which the student can actively participate for full engagement grade.

Grading, assignment submission, lateness penalties, and missed tests

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). For a full description of York grading system see the York University Undergraduate Calendar found here.

Class work submission

All work will be submitted to eClass or to your e-portfolio.

Lateness penalty

Students will be given a range of dates to submit their assignments that includes a three- or five-day window. Late assignments without advanced approval from the course instructor will incur a late penalty of 1% deduction of the assignment, per day.

Important course information for students

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ASCP.htm https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf

- Senate Policy on Academic Honesty and the Academic Integrity Website
    - SPARK's Academic Integrity module
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Additional information

KINE 2900 is a movement-based activity course. You are expected to be physically active and to wear the clothing and footwear that allows you to be comfortable and to move freely and safely in the environment in which movement occurs (e.g., indoors or outdoors). Footwear that is safe for physical movement and activity in the specific environment is required. In an indoor setting, this may include shoes with a rubber sole.

About the Adapted and Inclusive Physical Activity theme-specific learning block

During this learning block, you will experience a diverse set of movement-based learning opportunities that will enhance your overall knowledge and awareness of adapted and inclusive physical activity. You will have opportunities to expand their knowledge and experiences with defining inclusion, modifying both movement and environments for more inclusive, accessible and safe participation in various activities. You will explore adapted sports, Paralympic Sports and be exposed to some adaptive equipment. You will also work in groups to build inter-personal/communication skills while exploring and reflecting upon physical activity experience taking place in class.

Key Course Topics

- Defining inclusion and adapted physical activity, inclusive language, and communication
- Accessibility, overcoming barriers to inclusive physical activity
- Activity implications and considerations for individuals across a lifespan, Individual with disabilities and Diverse populations
- Cultural inclusion

- Wheelchair movement/games/sports
- Paralympics, sport classification
- Approaches to modifying movement experiences (Newall's Model – individual, task and environment constraints)
- Application of inclusive practices

Adapted and Inclusive Physical Activity 8-week learning block: Tentative Schedule

Week	Concepts	Experiences & Work Submission
1	Introduction to Adapted and Inclusive Activity. Definitions of Inclusion	• Using Moving to Inclusion (online tool) • Communications activities – create definition of inclusion in class • e-portfolio Exit Ticket: Five words that describe Inclusion
2	Inclusive Games Across a Lifespan 1. Game for Youth 2. Games for Adults 3. Games for Seniors	• Various basic games that are designed for specific age groups. (Either do a station with different age groups, or a different age is addressed in each 8-week block). Allow opportunity for students to experience and then make changes/modification to enhance the inclusivity of the activity. • How can games/activity be inclusive for all ages or specific to age groups. Define what makes the activity inclusive? • e-portfolio Exit Ticket: Describe critical incident (what example/modification from today's class could you relate to the most?)
3	Cultural Inclusion/Diversity in Physical Activity Broadening the concept of inclusion.	• Think/research a game or tradition that represents your childhood, family, or culture. Present to the class (explain details about its relevance to cultural inclusion). • Students will participate in various games/activities/celebrations across different families/cultures. • e-portfolio Exit Ticket: Describe the critical incident of today's class; revisit Inclusion – write five words that describe inclusion.
4	Newall's Model (individual, task, and the environment (physical and social). Approaches to Modifying Movement	• Gallery Walk with different games on the wall. Identify the individual, task, and environment. • As a class, participate in some of the modifications made to the task to provide more participation and engagement in an activity. • e-portfolio Exit Ticket: Describe the critical incident (what was the muddiest point of Newall's model?)
5	Movement/Activity in a Wheelchair	• Basic Movement in a Chair: Forward, backwards, weaving around cones, turning • Experience a traditional game that is played on feet in a wheelchair (e.g., a tag game, clean up your room) • Experience a sport (one that will not be played in the Paralympic section) in a wheelchair (e.g., • Fitness components while using a wheelchair

		• In class – adapt a traditional stand-up sport to include people using a chair (modify using Newall's Model (TASK modifications), address safety • *e-portfolio Exit Ticket: Describe the critical incident. What did you perceive to be the major purpose or objective of today's class?*
6	Movement/Activity with a Sensory Impairment	• Experience activity and movement while wearing a blindfold or goggles with various sight levels • Guided Walking/Running with a Sighted Guide • Experience providing and listening for an auditory cue and target (e.g., disc golf played with bean bags) • Throwing and Stopping a Ball • Play a sport that will not be played in the Paralympic Week • In class – adapt a traditional stand-up sport to include people with a visual impairment (modify using Newall's Model (TASK modifications), address safety • *e-portfolio Exit Ticket: Describe the critical incident (what idea/movement experience expressed in today's class strongly affected or influenced your personal opinions, viewpoints, or values?)*
7	The Paralympics. Rules; Classifications; Limitations Compare and Contrast Classifications – discuss limitations	Exposure to a Paralympic Sport and its Classification System. Experience and feel/play one sport (the sport will vary across sections and learning blocks) Here are a few options: · Wheelchair basketball · Goalball · Boccia Ball · Sitting Volleyball · Track (guided running) · Wheelchair Tennis · Para Ice Hockey (If we got access or purchased sleds) · Football 5 aside · - the list goes on e-portfolio Exit Ticket: Describe critical incident. 1. What would you like to hear more about? …why? 2. I was surprised by… ask student to complete the sentence 3. I was confused by…
8	Application of Inclusive Practices Model's/Newall's Model	Provide case studies for students including diverse people/ages/cultures. Students modify and improve the activity; present it to their peers

		e-portfolio Exit Ticket: Describe critical incident. What was discussed in class today that seemed to connect with what you are learning or have learned in other IPAL learning block(s)?

About the Leadership theme-specific learning block

During this learning block, you will experience a diverse set of movement-based learning that will enhance overall knowledge and development of leadership in Kinesiology. You will explore and reflect on personal leadership attributes, traits and have many opportunities to develop and practice leadership skills in diverse settings. A wholistic approach to leading others will be addressed through experiential learning activities such as reflective practice, developing social relationships, and addressing unconscious bias. You will work in groups to build inter-personal/communication skills while exploring various leadership scenarios and reflecting upon previous physical activity experiences as well as those taking place in class.

Key Course Topics

- Identify / define leadership attributes and models of leadership development within the realm of Kinesiology and Health Science and beyond
- Explore personal leadership skills and traits for short-and-long term physical activity goals
- Reflective practice and social relationships in health behaviour and leadership
- Evaluate various physical activity contexts, the dynamics/inter-relationships of frequently occurring leadership scenarios with a specific focus on equity, diversity, and inclusion
- Unconscious bias and its implications

Leadership 8-week learning block: Tentative Schedule

Week	Concepts	Experiences & Work Submission
1	Models of Leadership	Activity teaser facilitated by leaders with different styles **e-portfolio Exit Ticket**
2	Personal Leadership Attributes Short-and-Long Term Goal Setting	Passing the leadership baton activity obstacle course **e-portfolio Exit Ticket: Describe critical incident.**
3	Health Behaviour and Leadership	**e-portfolio Exit Ticket: Describe the critical incident of today's class.**
4	Social Relationships and Reflective Thinking and Leadership	Leadership/Relating to Others/Adapting to Change **e-portfolio Exit Ticket: Describe the critical incident.**
5	Leadership Scenarios Explore concepts of EDI within the dynamics/inter-relationships of frequently occurring leadership scenarios	Leadership scenarios and EDI elements **e-portfolio Exit Ticket: Describe the critical incident.**
6	Leading Others in Physical Activity	Teaching a new physical movement

	Practice exploring personal leadership styles and approaches	**e-portfolio Exit Ticket:** Describe the critical incident.
7	Practicing Mindful Leadership Stress management/mental health/	Self-Leadership/Mindful Task/Self-Care/Self-Regulation/Reflection **e-portfolio Exit Ticket: Describe critical incident.**
8	Application of Leadership in Health and Kinesiology	**e-portfolio Exit Ticket: Describe critical incident.**

About the Safety theme-specific learning block

During this learning block, you will experience a diverse set of movement-based learning that will enhance overall grasp of how safety applies to a broad range of physical activity context. You will explore safety from a physical, social, cultural and psychological perspective across diverse environments and populations. You will be exposed to opportunities to learn and develop safety/emergency action plans, safety techniques and practical safety skills and techniques including first aid and emergency care skills as well as analyze environments for safety. The opportunity for you to work in groups to build inter-personal/communication skills while exploring and reflecting upon previous physical activity experiences as well as those taking place in class will occur.

Key Course Topics

- Define safety as it applies to a broad range of physical activity contexts
- Characteristics of (un)safe physical, social, cultural, and psychological environments for diverse populations
- Evaluate various physical activity environments/contexts for safety
- Safety/emergency action plans and preventing/mitigating adverse events
- Safety techniques across a broad range of physical activity settings and diverse populations
- Analyze and enhance the safety of environments for physical activity participation and age-specific considerations
- Practical safety skills and techniques of first aid/emergency care skills required for common physical injuries and mental illness found in a physical activity setting

Safety 8-week learning block: Tentative Schedule

Week	Concepts	Experiences & Work Submission
1	Defining safety in various contexts (physical, social, cultural, psychological)	Round robin of activities to identify safety concerns **e-portfolio Exit Ticket: Identifying safety concerns**
2	What is considered a safe and unsafe environment? Physical, Social, Cultural, Psychological	Pair-and-share personal working definitions of safety Teach a movement from your favourite sport to a peer; peer provides feedback about safety concerns. **e-portfolio Exit Ticket: Describe critical incident.**
3	Cont'd	Case scenarios with role play curveball

	What is considered a safe and unsafe environment? Physical, Social, Cultural, Psychological	**e-portfolio Exit Ticket: Describe critical incident.**
4	Designing and implementing a safety/emergency action plan to prevent/mitigate adverse events	Case scenarios with role play curveball **e-portfolio Exit Ticket: Describe the critical incident**
5	Analyze and Evaluate Various Diverse Environments for Safety Enhance/Improve Setting	Move and identify: choose from 3 activities and drop an observation of safety concern in the safety hat during play. Group discussion about observations. **e-portfolio Exit Ticket: Describe the critical incident.**
6	Safety Techniques for First Aid/Emergency Care and Mental Health	Role play with curveball **e-portfolio Exit Ticket:** Describe the critical incident.
7	Safety Techniques for First Aid/Emergency Care and Mental Health cont'd	Role play with curveball **e-portfolio Exit Ticket: Describe critical incident.**
8	Case Studies/Practical Experience Evaluate/Improve/Perform	**e-portfolio Exit Ticket: Describe critical incident.**

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December 1st, 2022

To: Dr. Nikki Richardson, School of Kinesiology & Health Sciences

Re: Letter of support for IPAL program proposal

Dear Dr. Richardson:

I agree that the proposed changes revitalize and modernize the academic curricula in the School of Kinesiology & Health Science ensuring the skills built through the Integrative Physical Activities for Life (IPAL) courses will be important to the students planned career expectations and as a result will improve the student experience. This change aligns with the UAP Priority 1 21st Century Learning as it is building essential 21st century skills for the student in the program. The IPAL courses will focus on providing students opportunities for achieving their program learning outcomes by developing skills and knowledge in areas such as physical literacy; inclusive physical activity; and mental health and physical activity. To improve the student experience and provide consistency in evaluating learning outcomes the IPAL courses will align with York's experiential education common language attributes as well as include the standardization of the assessment criteria across IPAL courses. I am also very pleased to see that IPAL courses will include the Pedagogy that Aids Transition for Higher-Ed Students framework spear-headed by the Faculty of Health to support first year students transitioning successfully into and through the program.

We have supported and continue to support this change to the program. Over the last few years, we have agreed to and advocated for three faculty hires (two complete, one in progress) to support the development and delivery of the IPAL courses. The IPAL courses will be for-credit (replacing not-for-credit Practicum Kinesiology (PKINs)). Therefore, it is predicted that they will generate revenue to pay for any further required resources to teach the courses. Ongoing relationships with Athletics and Recreation will ensure physical spaces are also available to deliver the IPAL courses.

Kindest regards,

Susan Murtha
Interim Dean, Faculty of Health