

Non-Major Modification Program Changes

1. Program:

- Bachelor of Science in Global Health (Health Promotion and Disease Prevention)
- Bachelor of Arts in Global Health (Health Promotion and Disease Prevention)
- Certificate in Aging

2. Degree Designation: BA and BSc Specialized Honours

3. Type of Modification: (Example: changes to degree / admission requirements)

Change to course selection available for Global Health Promotion and Disease Prevention concentration and to course selection for Certificate in Aging. Specifically, changing a 6-credit course to two 3 credit courses. Removing the original 6 credit course.

4. Effective Date: September 2024

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

No change to total number of credits. Removing PSYC/KINE/IHST 4005 6.00 and replacing it with PSYC/KINE/GH 4006 3.00 and PSYC/KINE/GH 4007 3.00. Although the codes have changed the course itself has not changed other than to be divided into two parts.

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

No change to program learning outcomes, they are just being divided between the two three credit courses. The original course is being redesigned as two three credit courses and the 6-credit course will no longer be offered. The original 6 credit course was previously designed, developed, and delivered, but it required a 40-hour community service learning component embedded within a 6 credit course. Community partners wanted students for more than 40 hours as they trained these students no differently than students on a practicum placement in other programs. There was no extra time in the 6-credit course to allow for the addition of more hours for the community service learning projects. In order to accommodate the Community service learning projects we also had to incorporate into the first half of the 6 credit course knowledge and skills beyond the theories and information about healthy aging but that would facilitate students successful engagement and preparedness to work with community partners during the second half of the course e.g., we had to discuss the requirements of community service learning, who are the organizations, provide an overview of the vulnerable sector screen/police check requirements, discuss the work to be completed in advance of engaging with the community partner (e.g., resume, cover letter, application, interview, volunteer training, etc.). Because this extra information was an add-on there was not a lot of time to go over it all in class, it was left up to the learner to independently pick up through information and links we provided through eClass. Therefore, the plan is to divide the 6 credit course into two 3 credit courses: Part I (PSYC/KINE/GH 4006) will be offered fully online and will address the theoretical underpinnings of topics in healthy aging; Part II (PSYC/KINE/GH 4007) will be offered in the blended format, focused on the community service learning component,

approximately double the amount of time in the community to 70 hours, and provide in-class opportunities to go over the necessary details to make the learner successful with our community partners.

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

N/A, no change to program learning outcomes.

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

Support for the change to PSYC/KINE/GH 4005 to 2 three credit courses and the resulting minor modification to the Certificate in Aging and Global Health program is provided by the Global Health program, Department of Psychology, School of Kinesiology and Health Science.

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

No change to resource implications

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

No impact on students enrolled in the program

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

See attached

Program: Bachelor of Arts in Global Health (Health Promotion and Disease Prevention)

Degree Program: BA Specialized Honours

Effective Date: Fall 2024

Please note that only those fields applicable to the relevant program need to be completed.

Current Calendar Copy

(~~Strikethrough~~ items to be removed)

New Calendar Copy

(Underline items to be added in revisions to existing programs)

Major Requirements – Required Credits: 81

Major Requirements – Required Credits: 81

- Complete all of the following
 - Passed the following:
 - [HH/GH1001](#) - Anatomy & Physiology for Human Health I (3.00)
 - [HH/GH1002](#) - Anatomy & Physiology for Human Health II (3.00)
 - [HH/GH1010](#) - Foundations of Global Health Studies (3.00)
 - [HH/GH2000](#) - Global Health Policy: Power and Politics (3.00)
 - [HH/GH2010](#) - Methods and Approaches in Global Health Research (6.00)
 - [HH/GH2100](#) - Chronic Diseases & Care (3.00)
 - [HH/GH2200](#) - Determinants of Health: Local to Global (3.00)
 - [HH/GH3000](#) - Epidemiology and Global Health (3.00)
 - [HH/GH3100](#) - Communicable Diseases and Care (3.00)
 - [HH/GH3545](#) - Promoting Global Health (3.00)
 - [HH/GH3740](#) - Health Care Planning for Communities (3.00)
 - [HH/GH4010](#) - Global Health Ethics (3.00)
 - [HH/GH4100](#) - Policy and Program Evaluation in Global Health (3.00)
 - [HH/GH4200](#) - Global Health Governance and Leadership (3.00)
 - [HH/GH4300](#) - Global Health Practicum (9.00)
 - [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
 - [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global Health Promotion and Disease Prevention

- Earned at least 21 credits from the following:
 - [HH/GH3200](#) - Creating Intercultural Safety (3.00)

- Complete all of the following
 - Passed the following:
 - [HH/GH1001](#) - Anatomy & Physiology for Human Health I (3.00)
 - [HH/GH1002](#) - Anatomy & Physiology for Human Health II (3.00)
 - [HH/GH1010](#) - Foundations of Global Health Studies (3.00)
 - [HH/GH2000](#) - Global Health Policy: Power and Politics (3.00)
 - [HH/GH2010](#) - Methods and Approaches in Global Health Research (6.00)
 - [HH/GH2100](#) - Chronic Diseases & Care (3.00)
 - [HH/GH2200](#) - Determinants of Health: Local to Global (3.00)
 - [HH/GH3000](#) - Epidemiology and Global Health (3.00)
 - [HH/GH3100](#) - Communicable Diseases and Care (3.00)
 - [HH/GH3545](#) - Promoting Global Health (3.00)
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 - [HH/GH4100](#) - Policy and Program Evaluation in Global Health (3.00)
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 - [HH/GH4400](#) - Applied Global Health Research Capstone (3.00)
 - [HH/GH4510](#) - Global Health and Human Rights (3.00)

Global Health Promotion and Disease Prevention

- Earned at least 21 credits from the following:
 - [HH/GH3200](#) - Creating Intercultural Safety (3.00)

- [HH/GH3500](#) - Historical and Contemporary Perspectives on Global Mental Health (3.00)
- [HH/GH4210](#) - Global Mental Health: Eastern, Indigenous and Western Perspectives (3.00)
- [HH/GH4310](#) - Global health and physical activity: Scientific based evidence for intervention and prevention (3.00)
- [HH/HLST3520](#) - Aging: Comparative Perspectives (3.00)
- [HH/KINE3100](#) - Health Psychology and Kinesiology (3.00)
- [HH/KINE3340](#) - Growth, Maturation and Physical Activity (3.00)
- [HH/KINE3350](#) - Physical Activity, Health and Aging (3.00)
- [HH/KINE3645](#) - Physical Activity and Health Promotion (3.00)
- [HH/KINE4010](#) - Exercise Physiology (3.00)
- [HH/KINE4020](#) - Human Nutrition (3.00)
- [HH/KINE4140](#) - Nutrition and Human Diseases (3.00)
- [HH/KINE4150](#) - Nutrition in the Lifecycle (3.00)
- [HH/KINE4340](#) - Sport, "Race" and Popular Culture in Canada (3.00)
- [HH/KINE4370](#) - Body as Light: Meditation Practices (3.00)
- [HH/KINE4485](#) - Social Determinants of Physical Activity and Health in Canada (3.00)
- [HH/KINE4518](#) - Molecular Link Between Obesity and Cancer (3.00)
- [HH/KINE4565](#) - Epidemiology of Injury Prevention (3.00)
- [HH/KINE4640](#) - Lifestyle and Current Health Issues (3.00)
- [HH/KINE4645](#) - Active Living and Ageing (3.00)
- [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
- [HH/KINE4710](#) - Psychology of Health and Chronic Disease (3.00)
- [HH/KINE4720](#) - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00)
- [HH/KINE4900](#) - Exercise Therapy for Chronic Diseases (3.00)

- [HH/GH3500](#) - Historical and Contemporary Perspectives on Global Mental Health (3.00)
- [HH/GH 4006 - \(3.00\)](#)
- [HH/KINE 4006 - \(3.00\)](#)
- [HH/PSYC 4006 - \(3.00\)](#)
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- [HH/KINE4710](#) - Psychology of Health and Chronic Disease (3.00)

<ul style="list-style-type: none"> ▪ HH/PSYC3140 - Psychological Health, Distress, & Impairment (3.00) ▪ HH/PSYC3170 - Health Psychology (3.00) ▪ HH/PSYC3490 - Adult Development and Aging (3.00) ▪ HH/GH3550 - Global Health Architecture (3.00) ▪ HH/GH4000 Cr=3.00 EN - Independent Study (3.00) ▪ HH/GH4900 - Selected Topics in Global Mental Health (3.00) ▪ HH/GH4910 - Selected Topics in Promoting Global Health (3.00) ▪ HH/GH4920 - Selected Topics in Social Determinants of Global Health (3.00) ▪ HH/IHST4005 - Healthy Aging: Current Trends and Issues (6.00) ▪ HH/PSYC4005 - Healthy Aging: Current Trends and Issues (6.00) ▪ HH/KINE4005 - Healthy Aging: Current Trends and Issues (6.00) ○ Note: HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00) ○ Note: at least 12 credits in the major must be completed at the 4000 level. 	<ul style="list-style-type: none"> ▪ HH/KINE4720 - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00) ▪ HH/KINE4900 - Exercise Therapy for Chronic Diseases (3.00) ▪ HH/PSYC3140 - Psychological Health, Distress, & Impairment (3.00) ▪ HH/PSYC3170 - Health Psychology (3.00) ▪ HH/PSYC3490 - Adult Development and Aging (3.00) ▪ HH/GH3550 - Global Health Architecture (3.00) ▪ HH/GH4000 Cr=3.00 EN - Independent Study (3.00) ▪ HH/GH4900 - Selected Topics in Global Mental Health (3.00) ▪ HH/GH4910 - Selected Topics in Promoting Global Health (3.00) ▪ HH/GH4920 - Selected Topics in Social Determinants of Global Health (3.00) ○ Note: HH/GH 4006 3.00 (cross-listed to: HH/KINE 4006 3.00, HH/PSYC 4006 3.00) ○ Note: HH/GH 4007 3.00 (cross-listed to: HH/KINE 4007 3.00, HH/PSYC 4007 3.00) ○ Note: at least 12 credits in the major must be completed at the 4000 level.
<p>Grand Total Credit Count</p>	<p>Grand Total Credit Count - 120</p>

Program: Bachelor of Science in Global Health (Health Promotion and Disease Prevention)
 Degree Program: BSc Specialized Honours
 Effective Date: Fall 2024

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 (Underline items to be added in revisions to existing programs)

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Global Health Promotion and Disease Prevention

Global Health Promotion and Disease Prevention

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- [HH/KINE 4006 - \(3.00\)](#)
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<ul style="list-style-type: none"> ▪ HH/KINE4900 - Exercise Therapy for Chronic Diseases (3.00) ▪ HH/PSYC3140 - Psychological Health, Distress, & Impairment (3.00) ▪ HH/PSYC3170 - Health Psychology (3.00) ▪ HH/PSYC3490 - Adult Development and Aging (3.00) ▪ HH/GH3550 - Global Health Architecture (3.00) ▪ HH/GH4000 Cr=3.00 EN - Independent Study (3.00) ▪ HH/GH4900 - Selected Topics in Global Mental Health (3.00) ▪ HH/GH4910 - Selected Topics in Promoting Global Health (3.00) ▪ HH/GH4920 - Selected Topics in Social Determinants of Global Health (3.00) ▪ HH/IHST4005 - Healthy Aging: Current Trends and Issues (6.00) ▪ HH/PSYC4005 - Healthy Aging: Current Trends and Issues (6.00) ▪ HH/KINE4005 - Healthy Aging: Current Trends and Issues (6.00) <p>○ Note: HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)</p>	<ul style="list-style-type: none"> ▪ HH/KINE4710 - Psychology of Health and Chronic Disease (3.00) ▪ HH/KINE4720 - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00) ▪ HH/KINE4900 - Exercise Therapy for Chronic Diseases (3.00) ▪ HH/PSYC3140 - Psychological Health, Distress, & Impairment (3.00) ▪ HH/PSYC3170 - Health Psychology (3.00) ▪ HH/PSYC3490 - Adult Development and Aging (3.00) ▪ HH/GH3550 - Global Health Architecture (3.00) ▪ HH/GH4000 Cr=3.00 EN - Independent Study (3.00) ▪ HH/GH4900 - Selected Topics in Global Mental Health (3.00) ▪ HH/GH4910 - Selected Topics in Promoting Global Health (3.00) ▪ HH/GH4920 - Selected Topics in Social Determinants of Global Health (3.00) <p>○ Note: HH/GH 4006 3.00 (cross-listed to: HH/KINE 4006 3.00, HH/PSYC 4006 3.00)</p> <p>○ Note: HH/GH 4007 3.00 (cross-listed to: HH/KINE 4007 3.00, HH/PSYC 4007 3.00)</p>
Grand Total Credit Count	Grand Total Credit Count - 120

Clarification Notes:

1. The following courses will need to be created in CMS:

- HH/GH 4006 - (3.00)
- HH/KINE 4006 - (3.00)
- HH/PSYC 4006 - (3.00)
- HH/GH 4007 - (3.00)
- HH/KINE 4007 - (3.00)
- HH/PSYC 4007 - (3.00)

Program: Cross-Disciplinary Certificate in Aging

Degree Program:

Other: Certificate

Effective Date: Fall 2024

Please note that only those fields applicable to the relevant program need to be completed.

Current Calendar Copy
(~~Strikethrough~~ items to be removed)

New Calendar Copy
(Underline items to be added in revisions to existing programs)

Certificate Requirements – Required Credits: 24

Certificate Requirements – Required Credits: 24

- Complete all of the following

Required courses (12 credits):

- Passed the following:
 - [HH/KINE3350](#) - Physical Activity, Health and Aging (3.00)
 - [HH/KINE4645](#) - Active Living and Ageing (3.00)
 - [HH/PSYC3490](#) - Adult Development and Aging (3.00)
 - [HH/PSYC3495](#) - Neuroscience of Aging & Cognitive Health (3.00)

A minimum of 12 credits selected from the following courses:

- Earned at least 12 credits from the following:
 - [HH/HLST3520](#) - Aging: Comparative Perspectives (3.00)
 - [HH/HLST3530](#) - Population Aging and Health: Policies, Programs and Issues (3.00)
 - ~~[HH/HLST4005](#) - Healthy Aging: Current Trends and Issues (6.00)~~
 - ~~[HH/KINE4005](#) - Healthy Aging: Current Trends and Issues (6.00)~~
 - ~~[HH/PSYC4005](#) - Healthy Aging: Current Trends and Issues (6.00)~~
 - [HH/KINE4060 Cr=6.00 EN](#) - Independent Studies in Kinesiology and Health Science (6.00)
 - [HH/KINE4100](#) - Honours Thesis (6.00)
 - [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
 - [GL/PSYC3530 Cr=6.00 FR](#) - Neuropsychologie humaine (6.00)
 - [GL/PSYC3550](#) - Psychological Testing and Measurement (3.00)
 - [GL/PSYC3555 Cr=3.00 EN](#) - Learning, Behaviour Modification, and Behaviour Management (3.00)

- Complete all of the following

Required courses (12 credits):

- Passed the following:
 - [HH/KINE3350](#) - Physical Activity, Health and Aging (3.00)
 - [HH/KINE4645](#) - Active Living and Ageing (3.00)
 - [HH/PSYC3490](#) - Adult Development and Aging (3.00)
 - [HH/PSYC3495](#) - Neuroscience of Aging & Cognitive Health (3.00)

A minimum of 12 credits selected from the following courses:

- Earned at least 12 credits from the following:
 - [HH/GH 4006 - \(3.00\)](#)
 - [HH/KINE 4006 - \(3.00\)](#)
 - [HH/PSYC 4006 - \(3.00\)](#)
 - [HH/GH 4007 - \(3.00\)](#)
 - [HH/KINE 4007 - \(3.00\)](#)
 - [HH/PSYC 4007 - \(3.00\)](#)
 - [HH/HLST3520](#) - Aging: Comparative Perspectives (3.00)
 - [HH/HLST3530](#) - Population Aging and Health: Policies, Programs and Issues (3.00)
 - [HH/KINE4060 Cr=6.00 EN](#) - Independent Studies in Kinesiology and Health Science (6.00)
 - [HH/KINE4100](#) - Honours Thesis (6.00)
 - [HH/KINE4646](#) - Delivering Exercise to the Aging: Knowledge to Action (3.00)
 - [GL/PSYC3530 Cr=6.00 FR](#) - Neuropsychologie humaine (6.00)

- [GL/PSYC4260 Cr=3.00 EN](#) - Applied Research Practicum (3.00)
- [GL/PSYC4260 Cr=6.00 EN](#) - Applied Research Practicum (6.00)
- [HH/PSYC3900](#) - Individual Research Project (3.00)
- [HH/PSYC3901](#) - Individual Research Project (3.00)
- [HH/PSYC3902](#) - Individual Research Project (6.00)
- [HH/PSYC3903](#) - Individual Research Project (6.00)
- [HH/PSYC4900](#) - Individual Research Project (3.00)
- [HH/PSYC4901](#) - Individual Research Project (3.00)
- [HH/PSYC4902](#) - Individual Research Project (6.00)
- [HH/PSYC4903](#) - Individual Research Project (6.00)
- [HH/PSYC4000](#) - Honours Thesis (6.00)
- [HH/PSYC4001](#) - Specialized Honours Thesis (6.00)
- [AP/SOCI3550 Cr=3.00 EN](#) - Sociology of Aging (3.00)
- [AP/SOCI3550 Cr=6.00 EN](#) - Sociology of Aging (6.00)

○ ~~Note: HH/IHST 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)~~

- Note: Student may enrol either AP/SOCI 3550 3.00 or AP/SOCI 3550 6.00, but not both.
- In order to qualify as satisfying the certificate requirement, any thesis/independent study course must be focused on an aging topic. Approval of the topic will be granted by the certificate coordinator by sending your proposal to aging@yorku.ca.

- [GL/PSYC3550](#) - Psychological Testing and Measurement (3.00)
- [GL/PSYC3555 Cr=3.00 EN](#) - Learning, Behaviour Modification, and Behaviour Management (3.00)
- [GL/PSYC4260 Cr=3.00 EN](#) - Applied Research Practicum (3.00)
- [GL/PSYC4260 Cr=6.00 EN](#) - Applied Research Practicum (6.00)
- [HH/PSYC3900](#) - Individual Research Project (3.00)
- [HH/PSYC3901](#) - Individual Research Project (3.00)
- [HH/PSYC3902](#) - Individual Research Project (6.00)
- [HH/PSYC3903](#) - Individual Research Project (6.00)
- [HH/PSYC4900](#) - Individual Research Project (3.00)
- [HH/PSYC4901](#) - Individual Research Project (3.00)
- [HH/PSYC4902](#) - Individual Research Project (6.00)
- [HH/PSYC4903](#) - Individual Research Project (6.00)
- [HH/PSYC4000](#) - Honours Thesis (6.00)
- [HH/PSYC4001](#) - Specialized Honours Thesis (6.00)
- [AP/SOCI3550 Cr=3.00 EN](#) - Sociology of Aging (3.00)
- [AP/SOCI3550 Cr=6.00 EN](#) - Sociology of Aging (6.00)

○ [Note: HH/GH 4006 3.00 \(cross-listed to: HH/KINE 4006 3.00, HH/PSYC 4006 3.00\)](#)

○ [Note: HH/GH 4007 3.00 \(cross-listed to: HH/KINE 4007 3.00, HH/PSYC 4007 3.00\)](#)

- Note: Student may enrol either AP/SOCI 3550 3.00 or AP/SOCI 3550 6.00, but not both.
- In order to qualify as satisfying the certificate requirement, any thesis/independent study course must be focused on an aging topic. Approval of the topic will be granted by the certificate coordinator by sending your proposal to aging@yorku.ca.

Grand Total Credit Count

Grand Total Credit Count - 24

School/Department: Psychology, Global Health, Kinesiology

Course Rubric and Number: PSYC/KINE/GH 4006

Credit Weight: 3.00 **Effective Session:** Fall 2020

(e.g. 3.00, 6.00)

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

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

Part I: Healthy Aging Current Trends and Issues

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

Healthy Aging Current Trends and Issues

Brief Course Description: *For editorial consistency, verbs should be in the present tense and begin the description; e.g., rather than writing "This course will analyze..." or "This course analyzes...". instead write "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 students with the opportunity to develop interdisciplinary knowledge and skills regarding healthy aging and current trends and issues contributing to the aging process. Students will develop knowledge of factors affecting well-being and healthy aging. Students will explore topics such as personal physical, cognitive, mental health, continual social engagement, physical activity, care-giver burden, ageism, socioeconomic factors influencing the aging experience, and aging based policies that have an impact on healthy aging. Students will explore the relationship between how they perceive healthy aging and how society influences these perceptions.

List course(s) where applicable:

Prerequisites: Psychology Major PSYC 1010 6.00. Kinesiology majors KINE 1000 6.00 and KINE 1020 6.00. Global Health majors IHST 1020.

Corequisites:

Cross-listed to: HH/PSYC 4006 3.00, HH/KINE 4006 3.00, and HH/GH 4006 3.00

Course Credit Exclusions*: NURS 3000 3.00

Integration:**

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

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

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

Open to: Students in the Honours program and have completed 84 credits.

Not open to:

Notes:

Science Course:

YES	NO
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**Course Rationale:**

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

The original version of this course was previously designed, developed, and delivered, but it was a 6 credit course covering both the theory and application of the theories by providing a practicum component to the course. The plan is to divide the 6 credit course into two 3 credit courses. Part I will be offered fully online and will address the theoretical underpinnings of topics in healthy aging. It will be open to more students, but specifically the students looking to complete credits for the Interdisciplinary Certificate in Aging. Part II will be a community service learning component, have restricted enrollment, and students will be working with community partners to apply the knowledge they learned in Part I.

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

The university academic plan priority 1 indicates that we are to "seek opportunities to enhance innovative curriculum through interdisciplinary curriculum" and priority 3 to "increase the number of EE opportunities". The Faculty academic plan includes enhancing educational quality and delivery of teaching by developing EE opportunities, and supporting technology enhanced learning innovations. This course (Part I) will be provided fully online, giving students the opportunity to learn how to build a wiki, and uses principles of universal design to support students who find it difficult to come to campus due to work and family commitments. The course contributes a capstone experience for students completing the Interdisciplinary Certificate in Aging. There are components embedded in this course that will provide experiential education supporting and honing reflection skills, The knowledge gained in this course will provide the background information required for students to be able to apply for enrollment in Part II.

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

The original 6 credit course was felt to overlap in some content with NURS 3000 3.00. When the original course was approved it was because of this we listed NURS 3000 3.00 as a course credit exclusion. No other course to my knowledge covers identical content.

4. What is the expected enrolment in the course?

30-50

Course Structure:

1. Is this course (Please select one):

Fully online

Fully face to face

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

Other (please describe below)

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

Contact hours with students will be held through virtual office hours and as requested. Online learning activities and content delivery are available asynchronously, available as weekly modules

whereupon students will engage in various discussions , debates , and complete quizzes online. Content, learning activities and assessments are structured around the learning outcomes.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online?
- 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.

This course will be offered at least once per year.

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

5. Number of full-time faculty members in the School/Department currently competent to teach the course. List faculty members likely to teach the course in the coming year.

At least three faculty members are competent to teach this course. Susan Murtha.

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 (for more information on the benefits of EE for students and course directors, please go to: <http://health.yorku.ca/experiential-education/faculty/>). 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. For examples see: <https://health.yorku.ca/experiential-education/faculty/reflection/>. 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. Refer to York's Common Language for Experiential Education for complete definitions and further 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.
- 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?)

Course Learning Outcomes

1. 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:

The online activities will contribute to students being able to:

- a) Describe healthy aging from a holistic perspective, incorporating intra-personal (physical, psychological) and inter-personal (social, community) as well as political, policy and economic factors
- b) Describe the factors that impact healthy aging (such as physical challenges, nutrition, mental health, social engagement, physical activity, culture, ethnicity, caregiver burden, etc.).
- c) Identify theories and assumptions about healthy aging.
- d) Critically consider how social media and social attitudes on topics such as ageism, sexuality, technology, elder abuse, caregiver burnout, cross-cultural differences, influence the experience of healthy aging (they will create a course wiki to showcase this knowledge)
- e) Identify socioeconomic and social policy issues influencing healthy aging and the aging process.
- f) Develop and communicate health, wellness and quality of life knowledge about healthy aging

Course Learning Objectives

1. Course learning objectives are broad goals for the course.

Examples of Course Learning 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 learning objectives for the course below:

Expose students to interdisciplinary theories of healthy aging.
Expose students to the research methods used in studying healthy aging.
Provide students the opportunity to develop knowledge about the factors, current trends, issues that impact healthy aging.
Provide students the opportunity to develop and communicate health, wellness, and quality of life knowledge about healthy aging.

Course Topics/Theories

2. List the key topic areas taught in this course.

Theories (social-gerontological, conflict, biological, psychological).
Methods (dealing with age/cohort/period effects; cross-sectional vs. longitudinal research).
Personal Health and Illness (e.g., limits due to physical decline, impact of technology, falls, diet, stress, successful aging).
Psychology of Aging (cognitive changes, neuroplasticity, mental health).
Finances and Economics (Canadian Pension system, gender inequality).
Retirement and Work
Healthcare (models, challenges, long-term care, community care, health promotion).
Aging in Canada vs more globally (contrasting least developed vs. less developed nations, immigration, ethnocultural diversity, intergenerational relationships, caregiving).

Myths and realities of Aging (attitudes, ageism).
 Leisure, recreation, and Service (fitness and health, education, spirituality and religion, volunteering).

Course Learning and Teaching Activities

3. 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 and learning activities that will be included in this course:

For each 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 help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Example:</i> 1. Guest Speaker representing a community-focused agency	<i>Example: Identify and critically evaluate challenges to implementing equity-informed health policies</i> OR <i>Learning Outcome #3</i>	<i>Example:</i> N	<i>Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.</i>	1
Add Activity	Remove Activity			

Add Activity		Remove Activity		
meet the expert videos	a, b, c, e, f.	Y, participation grades	experts pose questions at the end of their video, which students can reflect on and respond to in discussion forum.	1
Discussion forum participation (responding to questions raised about information from chapters, additional readings)	a, b, c, d, e, f	Y, participation grades	Some of the forums are designed to allow for not just answering questions but also to engage together in a discussion. Therefore, some will require students to work together online to brainstorm, engage in building consensus, or debate about a topic.	1
Wiki	b, c, d, f	Y, final wiki		

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

n/a

Learning/Teaching with Technology

5. How are learning or teaching technologies incorporated into the course

Fully online course using Learning Management system, online mini-quizzes, and building a wiki.

n/a

6. 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.

7. 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.)

Eleven mini-quizzes randomly select questions from a test bank of questions. Once initiated the quiz will be available for 10-minutes. Students will have two opportunities to take the quiz (minimum of 24 hours apart). All quizzes will be open at the beginning of the course. Quizzes up to the end of chapter 5 (first 6 quizzes) will be closed at the end of October midnight. The last 5 quizzes will be open until the last day of classes. The best 10 grades will be used in the calculation of the final grade.

Assessment and Evaluation Strategies

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

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
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Example: Final Exam	40%	1, 2
Example: In Class Quizzes	4/10% each	1
Example: Teaching & Learning Activity #1 (Reflection) (1%)	1%	3

Add Assessment Strategy	Remove Assessment Strategy
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Participation: Students will be graded on their participation in online learning activities: reviewing chapters, research papers, and reflecting/responding to questions posed by the expert in the 'meet the expert' videos in discussion forums.	Participation is worth 5% each time (1=skill is present but below benchmark, 2.5=reaches benchmark, 5 = mastery) based on a rubric for written participation. Opportunities to gain a grade for participating will occur 19x, but once the time is up that week, that opportunity to gain a grade for participating will be over. The top 8 grades will be chosen to calculate the final participation grade out of 40%.	a, b, c, e, f.
Mini-quizzes: Eleven mini quizzes for 10 chapters of the textbook.	3% for each quiz up to 10 quizzes will be counted for a total of 30%	a, b, c, e, f.
Wiki: students will learn how to create a Wiki and then develop a Wiki on the topic of ageism where they will produce content that will be about how social media and social attitudes influences the experience of healthy aging.	30%	c, d, e, f.

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

Some examples of formative feedback include:

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

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

Students have 19 opportunities to engage in the discussion forums, only 8 of which will be counted towards their final grade. Students will be advised to participate weekly in order to gain skills over time and to build the skills necessary to acquire their learning outcomes and be successful in the course. Each time they participate they get feedback. As only their best grades count towards their final grades, any other feedback they get will be considered as formative. Students also get two opportunities to write each mini-quiz, the first attempt can be considered formative feedback as they get a good idea of how the questions are posed and the types of questions posed.

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

N/A

Bibliography:

1. 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.).

Course textbook: Novak M., Campbell L., Northcott, H.C. (2019). *Healthy Aging: Trends & Issues*. Custom edition of *Aging and Society: Canadian Perspectives, 8th Edition* (2018). Nelson Education.

Report generated by the World Health Organization i.e.,

[“Integrated care for older people: guidelines on community-level interventions to manage declines in intrinsic capacity.”](#) Published in Geneva, 2017 (License: CC BY-NC-SA 3.0 IGO).

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

Recommended readings (all readings listed below are available for students to select from in order to engage in the discussion forums)

[Jin, K. \(2010\) Modern biological theories of aging, *Aging and Disease*, 1 \(2\), 72-74.](#)

[Wernher, I. & Lipsky, M.S. \(2015\) Psychological Theories of Aging. <http://dx.doi.org/10.1016/j.disamonth.2015.09.004>](#)

[Bryant, L.L., Corbett K.K., Kutner, J. S. \(2001\) In their own words: a model of healthy aging. *Social Science & Medicine*, 53, 927-941](#)

[Kirkwood T., \(2017\) Why and how are we living longer. *Exp Physiol. Paton Prize Lecture pp 1-8*. DOI: 10.1113/EP086205](#)

[Awick E.A., Wojcicki T. R., Olson E.A., Fanning J., et al., \(2015\) Differential exercise effects on quality of life and health-related quality of life in older adults: a randomized control trial. *Qual. Life. Res.* 24: 455-462 DOI 10.1007/s11136-014-0762-0](#)

[Baker, J., Meisner, B. A., Logan, A. J., Kungl, A. M., & Weir, P. \(2009\). Physical activity and successful aging in Canadian older adults. *Journal of Aging and Physical Activity*, 17, 223-235.](#)

[Bogen, B., Aaslund, M.K., Ranhoff, A.H., Taraldsen, K., Moe-Nilssen R \(2017\) The association between daily walking behavior and self-reported physical functions in community-dwelling older adults. *The Journal of Frailty and Aging*. 6\(2\), pp 1-3.](#)

[Barcelos, N., Shah N., Cohen K, et al., \(2015\) Aerobic and Cognitive Exercises \(ACE\) pilot study for older adults: Executive function improves with cognitive challenges while exergaming. *Journal of International Neuropsychological Society* 21, 768-779. doi:10.1017/S1355617715001083](#)

[Brehmer Y1, Kalpouzos G, Wenger E, Lövdén M. \(2014\). Plasticity of brain and cognition in older adults. *Psychological Research* 78\(6\):790-802. doi: 10.1007/s00426-014-0587-z.](#)

[Greenwood, P., Parasuraman R., \(2010\) Neuronal and Cognitive Plasticity: a Neurocognitive framework for ameliorating cognitive aging. *Frontiers in Aging Neuroscience*. vol 2, pp1-14. doi: 10.3389/fnagi.2010.00150](#)

[Kraft E., \(2012\) Cognitive function, physical activity and aging: possible biological links and implications for a multi-modal intervention. *Aging, Neuropsychology, and Cognition*. 19 \(1-2\), 248-263.](#)

<http://longevity.stanford.edu/a-consensus-on-the-brain-training-industry-from-the-scientific-community/>

[Urry H.L., Gross J.J. \(2010\) Emotion regulation in older age. *Current Directions in Psychological Science*, 19 \(6\), 352-357 DOI: 10.1177/0963721410388395](#)

[Jeste et al., \(2013\) Association between older age and more successful aging: critical role of resilience and depression. *Am. J. Psychiatry* 170, pp188-196](#)

A [government document](#) (2016) describes the financial challenges of an aging population on the defined benefit pension plans and some of the actions taken (https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201622E)

[2011-121-E Canada's aging population and public policy. The effects on economic growth and government finance](#)

[2012-07-e Canada's aging population and public policy 5. The effects on employers and employee](#)

[Peel, N.M., McClure, R.J., Bartlett H.P., \(2005\) Behavioral determinants of healthy aging. *Am. J. Prev. Med.* 28\(3\) 298-304.](#)

Report of the standing committee on Health re Chronic Disease related to aging and health promotion and disease prevention (<http://www.ourcommons.ca/Content/Committee/411/HESA/Reports/RP5600467/hesarp08/hesarp08-e.pdf>)

How a Provincial Bill becomes law in Canada see:

<http://www.ontla.on.ca/lao/en/media/laointernet/pdf/bills-and-lawmaking-background-documents/how-bills-become-law-en.pdf>

Examples of past and current bills under review that may impact healthy aging:

http://www.ontla.on.ca/web/bills/bills_all.do?locale=en

How a Federal bill becomes law and this includes a health policy proposal requiring legislation :

<http://guides.library.queensu.ca/gov/canada/federal/how-a-bill-becomes-a-law>

How Health Canada administers legislation see:

<https://www.canada.ca/en/health-canada/corporate/about-health-canada/legislation-guidelines/acts-regulations.html>.

TED talk (12 minutes) titled "Let's End Ageism" by Ashton Applewhite

Dahmen, N.S. & Cozma, R. (2009) . Media takes: On aging. Retrieved from http://www.ilc-alliance.org/images/uploads/publication-pdfs/Media_Takes_On_Aging.pdf

<https://www.youtube.com/watch?v=Vt3olxSxC6g&feature=youtu.be>

International example of promising practices for integrated care <https://www.youtube.com/watch?v=7b0dzsDGsrs&app=desktop>.

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

N/A

Other Required Resources:

1. Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). Approval of a new course will be considered only if adequate physical resources are available to support the course.

No physical resources are required.
No new learning resources are required.

2. Please list any online teaching and/or learning resources (educational software) that are required for the course. If any is required, please describe what the cost will be for students.

Statements of Support (please attach these to the proposal)

Learning Technology Services (LTS) Statement:

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

FACULTY of Health

Department of Psychology

Course: PSYC/KINE/GH 4006 3.00 Part I: Healthy Aging Current Trends and Issues

Term: Winter

Prerequisite / Co-requisite: Psychology Major PSYC 1010 6.00. Kinesiology majors KINE 1000 6.00 and KINE 1020 6.00. Global Health majors GH 1020.

Course Instructor

Susan Murtha

Course consultation hours: a weekly virtual office hour will be set aside for students and as well they can meet with instructor by appointment, in person/phone/online, or through email.

Time and Location

Fully online

Course Description

This course provides students with the opportunity to develop interdisciplinary knowledge and skills regarding healthy aging and current trends and issues contributing to the aging process. Students will develop knowledge of factors affecting well-being and healthy aging. Students will explore topics such as personal physical, cognitive, mental health, continual social engagement, physical activity, care-giver burden, ageism, socioeconomic factors influencing the aging experience, and aging based policies that have an impact on healthy aging. Students will explore the relationship between how they perceive healthy aging and how society influences these perceptions.

The course format will be fully online offered asynchronously using the eClass learning management system course site. There are no in-person contact hours other than virtual office hours. The concept of asynchronous learning means that 'class-time' has to be thought of differently, it takes place over the course of a week, as students log in when they can - depending on when they have access to technology. Online, students will engage in watching videos, online discussions, reflections and applied assignments. Through these activities students will develop an appreciation for the challenges (and opportunities) handled by older adults when trying to age in a healthy fashion. Online activities are structured around the learning outcomes. The course is designed to reward mastery of content. I anticipate that students will spend on average about 3-4 hours a week on this course.

Open to: Students in the Honours program and have completed 84 credits. This course is a CCE for NURS 3000 3.00

Cross-listed to: HH/PSYC 4006 3.00 and HH/KINE 4006 3.00

Course learning outcomes

The online activities will contribute to students being able to:

- a) Describe healthy aging from a holistic perspective, incorporating intra-personal (physical, psychological) and inter-personal (social, community) as well as political, policy and economic factors
- b) Describe the factors that impact healthy aging (such as physical challenges, nutrition, mental health, social engagement, physical activity, culture, ethnicity, caregiver burden, etc.).
- c) Identify theories and assumptions about healthy aging.

- d) Critically consider how social media and social attitudes on topics such as ageism, sexuality, technology, elder abuse, caregiver burnout, cross-cultural differences, influence the experience of healthy aging (they will create a course wiki to showcase this knowledge)
- e) Identify socioeconomic and social policy issues influencing healthy aging and the aging process.
- f) Develop and communicate health, wellness and quality of life knowledge about healthy aging

The following chart maps the learning outcomes to weekly online learning activities.

		a	b	c	d	e	f	online learning activity	Additional required readings	meet the expert videos?	Chapters	Mini-quiz (Y/N)
Week 1	Jan (first week of classes)	X		X			X	Complete Quiz 0, review resources. Discussion forum (P)	Yes (3)		1	Y
Week 2	Jan	X	X	X			X	Respond to 'expert' questions (P) (2)	Yes (4)	Yes (2)	2	Y
Week 3	Jan	X		X			X	Discussion (P) of 1 research articles. Respond to 'expert' question (P)	Yes (5)	Yes (1)	3i	Y
Week 4	Jan	X		X			X	Discussion (P) of research articles.	Yes (2)		3ii	y
Week 5	Feb	X	X	X			X	Discussion forum (P). Respond to one meet the expert video (P)		Yes (2)		N
Week 6	Feb	X				X		Discussion forum (P) & respond to one meet the expert video question (P)		Yes (2)		N
Reading week	Feb											
Week 7	Feb	X	X	X		X	X	Discussion forum (P) and meet the expert video question (P)	Yes	Yes (1)	4 5	Y Y
Week 8	March	X	X	X			X	Discussion forums (P) (2),	Yes		6	y
Week 9	March	X	X	X		X	X	Discussion forums (P) (2).			7 8	Y Y

Week 10	March		X	X	X		X	Discussion forum (P)(2)	Yes (World Health Report)			N
Week 11	March		X	X	X		X	Discussion forum (P)			9	Y
Week 12	April							Discussion forum (P)	Yes		10	Y
Classes end	April							Submit Wiki on ageism			11	Y

* March 11thth is the last day to drop the course without receiving a grade on your transcript for Winter-term courses.

P – refers to where you can gain Participation grades online. Opportunities to gain a grade for participating will occur 20x (as outlined in eClass), but once the time is up that week, that opportunity to gain a grade for participating will be over. You can earn up to 5% for each time you participate. Your grade will be calculated from 8 of your best responses for a maximum of 40%. Some of the forums are designed to allow for not just answering questions but also to engage together in a discussion. Therefore, note the discussions that will require students to work together online to brainstorm, engage in building consensus, or debate about a topic.

Course Text / Readings

Course textbook: Novak M., Campbell L., Northcott, H.C. (2019). *Healthy Aging: Trends & Issues*.

All other additional readings and videos are listed/described in the eClass course.

Evaluation

To achieve the student learning outcomes identified in a, b, c, e, and f there will be participation in discussions and reflections online as well as mini-quizzes online- worth a total of 70% (40% participation, 30% mini quizzes) of the grade:

Participation: Students will be graded on their participation in online learning activities: reviewing chapters, research papers, and reflecting/responding to questions posed by the expert in the 'meet the expert' videos in discussion forums. Participation is worth 5% each time (1=skill is present but below benchmark, 2.5=reaches benchmark, 5 = mastery). Opportunities to gain a grade for participating will occur 20x (as outlined in the eClass course), but once the time is up that week, that opportunity to gain a grade for participating will be over. The top 8 grades will be chosen to calculate the final participation grade out of 40%. As there are many different opportunities to gain a grade, there are no make-ups of missed opportunities. I highly recommend that students participate weekly in order to gain skills over time and to build the skills necessary to acquire their learning outcomes and be successful in the course.

And

Eleven mini quizzes online for 11 chapters of the textbook covered in the course for up to a total of 30%. 3% for each quiz. Each quiz is comprised of 10 random multiple-choice questions based on the chapter tested that week. Once initiated the quiz will be available for 10-minutes. Students will have two opportunities to take the quiz (minimum of 24 hours apart). All quizzes will be open at the beginning of the course. Quizzes up to the end of chapter 5 (first 6 quizzes) will be closed at the end of October midnight. The last 5 quizzes will be open until the last day of classes. The best 10 grades will be used in the calculation of the final grade. Because students will have two opportunities to attain their best grade per quiz, and 10 out of 11 quizzes to get their best grade there is no replacement for any missed quizzes. The quizzes are designed as a low stakes self-evaluation for students to figure out whether they know the content of the chapters. Knowing this content will help inform their

responses in the forums and with the final Wiki project. I recommend students complete the quiz for each chapter within the week they are scheduled.

To achieve the student learning outcomes identified in c, d, e, f, including building general communication total of 30% of the grade

Wiki - students will learn how to create a Wiki, a draft outline will be created and handed in midway through the term for feedback (10%) and then develop a Wiki (20%) at the end of the term on the topic of ageism where they will produce content that will be about how social media and social attitudes influences the experience of healthy aging.

Grades distribution adjustment:

Note: Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Other important information

Grading: 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 - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Health section of the Undergraduate Calendar: <http://myacademicrecord.students.yorku.ca/pass-fail-option> . Note, It is not recommended to take a fourth year course on a Pass/Fail option.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. How, where and when is clarified in the eClass course.

Lateness Penalty: Assignments are due by the respective due dates as outlined in the eClass course. Assignments received later than the due date will not be graded. Exceptions to the lateness penalty for valid reasons such as serious illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., [physicians statement](#) for serious illness).

Accommodation: Students with a documented reason for missing a graded component of the course may request accommodation from the Course Instructor. Accommodation will be dealt with on a case by case basis based on past performance in the course and percentage of the missing grade. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

- For students seeking information about accessibility services, registering for accommodation, etc., see <https://students.yorku.ca/accessibility>

Technology support: If you are having difficulty with Moodle or perhaps with your browser accessing Moodle or the Library eresources then you can ask the technology folks by emailing ASKIT@yorku.ca. When you email them try to be as specific and precise as possible and even consider sending them a screen shot of any error messages you are receiving.

Academic Integrity: See a selection of resources created by the Faculty of Health explaining academic honesty at <https://www.yorku.ca/health/academic-honesty-3/>

All students are expected to familiarize themselves with the Senate policies on academic honesty at <https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>

- Note: “To promote clear and consistent practices, students across York are not authorized to use text-, image-, code-, or video-generating AI tools when completing their academic work unless explicitly permitted by a specific instructor in a particular course. Otherwise, using AI tools to aid in academic work (in whole or part) that is submitted for credit constitutes one or more breaches under York’s Senate Policy on Academic Honesty (“Senate Policy”).” (see https://www.yorku.ca/unit/vpacad/academic-integrity/wp-content/uploads/sites/576/2023/03/Senate-ASCStatement_Academic-Integrity-and-AI-Technology.pdf for details)
- At <https://www.yorku.ca/secretariat/> you also may find of interest:
 - Code of student rights and responsibilities 2020-2025

Contacting me: If you want to get a hold of me (the course director) then email Susan Murtha at smurtha@yorku.ca. To ensure the email is not overlooked, put in the subject header the words “Re: 4006 Course”. I will do my best to respond to you within 2 business days.

School/Department: Psychology, Kinesiology, Global Health

Course Rubric and Number: PSYC/KINE/GH 4007

Credit Weight: 3.00 **Effective Session:** Fall 2021

(e.g. 3.00, 6.00)

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

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

Part II: Healthy Aging Community-Service Learning (CSL) project

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

Healthy Aging Community-Service Learning

Brief Course Description: *For editorial consistency, verbs should be in the present tense and begin the description; e.g., rather than writing "This course will analyze..." or "This course analyzes...". instead write "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.

Offering students the opportunity to apply knowledge and skills gained in Part I Healthy Aging Trends and Issues course to a practicum /field placement with an organization serving older adults. Working in teams, students participate in practice-based community service learning, where they interact with older adults and engage in activities to address community needs. Through structured reflection, field- experience and supervision, students gain a deeper understanding of the concepts, methods and theoretical foundations underlying healthy aging. Ultimately, these placements provide the concrete experiences required for students to bridge theory and practice. Students are required to complete a minimum 70-hour field-placement in a pre-approved community organization. The community service learning component of the course is intentionally designed to promote professionalism and transferable skill development and will be evaluated & supported by a field-placement supervisor. As placements are limited, students will need to apply to be accepted to be enrolled in the course. Once accepted, they will need to undertake a vulnerable sector screen to participate in this course.

List course(s) where applicable:

Prerequisites: PSYC/KINE/GH 4006 3.00 Part I: Healthy Aging Current Trends & Issues

Corequisites:

Cross-listed to: HH/PSYC 4007 3.00, HH/KINE 4007 3.00, and HH/GH 4007 3.00

Course Credit Exclusions*:

Integration:**

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

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

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

Open to: Students in the Honours program and have completed 84 credits

Not open to:

Note 1: This course has an experiential learning placement component, therefore, it is ineligible for a student-initiated late drop under the withdrawn from course policy (see for details <http://myacademicrecord.students.yorku.ca/course-withdrawal>).

Notes: Note 2: Given the limited number and type of community-service-learning opportunities available, enrolment is restricted. Students must fill in an application and be accepted to take this course by the course instructor before permission to enrol will be granted.

Science Course:	YES	NO
Denotes courses in GH, KINE or PSYC to count as science credit for BSc degree programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Course Rationale:

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

The original version of this course was previously designed, developed, and delivered, but it was a 40 hour community service learning component embedded within a 6 credit course. Community partners wanted students for more than 40 hours as they trained these students no differently than students on a practicum placement in other programs. We also had to incorporate into the first half of the course knowledge and skills beyond the theories and information about healthy aging but that would facilitate students successful engagement and preparedness to work with community partners e.g., Discuss the requirements of community service learning, who are the organizations, provide an overview of the vulnerable sector screen/police check requirements, discuss the work to be completed in advance of engaging with the community partner (e.g., resume, cover letter, application, interview, volunteer training, etc.). Because this extra information was an add-on there was not a lot of time to go over it all in class, so it was left up to the learner to independently pick up through information and links we provided through Moodle. Therefore, the plan is to divide the 6 credit course into two 3 credit courses: Part I will be offered fully online and will address the theoretical underpinnings of topics in healthy aging; Part II (this course) will be focused on the community service learning component, double the amount of time in the community to 70 hours, and provide in-class opportunities to go over the necessary details to make the learner successful with our community partners.

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

The university academic plan priority 3 indicates we need to "increase the number of EE opportunities". The Faculty academic plan includes enhancing educational quality and delivery of teaching by developing EE opportunities, and supporting technology enhanced learning innovations. Part II contributes to providing an opportunity for our students to engage in experiential education, specifically community service learning, and apply their knowledge in the field of aging. It will also be a blended format thus contribute to our elearning initiatives.

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

The original 6 credit course was felt to overlap in some content with NURS 3000 3.00. When the original course was approved it was because we listed NURS 3000 3.00 as a course credit exclusion. No other course to my knowledge covers identical content.

4. What is the expected enrolment in the course?

20 (enrollment is restricted and dependent on the number of community partners found).

Course Structure:

1. Is this course (Please select one):

Fully online

Fully face to face

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

Other (please describe below)

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

In addition to 70 hours engaged in community service learning, the course format will be blended with approximately 3-4 in-class sessions depending on number of students enrolled and number of community placement projects undertaken in teams (i.e., 2-3 at the beginning of the term to prepare students for the placement and 1-2 at the end of the term to debrief and do a final presentation and reflections). Reflections, activities and assignments will take place primarily online through the Moodle course site.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online?

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.

Over the 12 week interval approximately 8-9 weeks will be online while the students are engaged with the community partners.
Once per year, but this could be changed dependent on interest and feasibility.

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

5. Number of full-time faculty members in the School/Department currently competent to teach the course. List faculty members likely to teach the course in the coming year.

1. Susan Murtha

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 (for more information on the benefits of EE for students and course directors, please go to: <http://health.yorku.ca/experiential-education/faculty/>). 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. For examples see: <https://health.yorku.ca/experiential-education/faculty/reflection/>. 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. Refer to York's Common Language for Experiential Education for complete definitions and further 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.
- 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?)

Course Learning Outcomes

1. 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:

a) Articulate professionalism skills (i.e., compassion, empathy, teamwork)

- b) Develop professionalism skills through their interactions with community partners.
- c) Practice conflict resolution and mediation by developing their professionalism skills
- d) Communicate health, wellness and quality of life knowledge about healthy aging through a written report and/or oral presentation to peers and/or community partners
- e) Apply their knowledge about factor contributing to healthy aging by engaging in one or more of the following: communicating information and resources, building/contributing supports, and advocating for healthy aging to older adults and/or their families

Course Learning Objectives

1. Course learning objectives are broad goals for the course.

Examples of Course Learning 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 learning objectives for the course below:

Exposes students to older adults and engagement in activities to address community needs.
Provides a concrete experiences required for students to bridge theory and practice through a 70-hour field-placement in a pre-approved community organization.
Promotes professionalism (compassion, empathy, teamwork).
Promotes transferable skills (e.g., oral and written communication, interview, resume writing, etc).

Course Topics/Theories

2. List the key topic areas taught in this course.

Placement matching & potential interviews with host organizations.
Overview of vulnerable sector screen.
Risk management requirements.
Participation in resume/cover letter/application writing, interviewing, and/or career readiness workshop.
Placement learning plan & goal setting.
Professionalism skills (interviewing, communication; conflict management; time-management; organization, listening, group work).
Draft Team charter.
Community engagement & cultural competency.

Course Learning and Teaching Activities

3. 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 and learning activities that will be included in this course:

For each 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 help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Example:</i> 1. Guest Speaker representing a community-focused agency	<i>Example: Identify and critically evaluate challenges to implementing equity-informed health policies</i> OR <i>Learning Outcome #3</i>	<i>Example:</i> N	<i>Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.</i>	1

Add Activity

Remove Activity

Placement learning plan	b, d, e	Y	Students will be guided with the help of the EE coordinator and the community partner to develop the plan.	2
Online reflective journals	a, b, c, d, e	Y	students apply structured reflection to explore their own assumptions about healthy aging in the context of their CSL experience	2
Team wiki	d, e	Y	To work as a team to build the Wiki and with the support of the EE coordinator, teams will be provided a project work template, with tipsheets for working as a team, descriptions of roles, and guidance and practice on how to make decisions as a group.	2

Add Activity	Remove Activity			
Oral presentation	d, e	Y	Students will reflect on assumptions and impressions as gleaned from the Wiki's. Students will critique their own beliefs and assumptions about healthy aging and justify why their own assumptions and beliefs have changed or stayed the same as a result of their CSL experience.	2

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

n/a

Learning/Teaching with Technology

5. How are learning or teaching technologies incorporated into the course

Blended course design and use of the eClass learning management system

n/a

6. 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.

7. 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.)

The content review quiz will be online, based on randomized questions from a test bank. Wiki's will be built (minimum of two per Team) and students will have learned how to create a wiki in PSYC/KINE/GH 4006 3.00, the prerequisite course.

Assessment and Evaluation Strategies

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

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Example: Final Exam	40%	1, 2
Example: In Class Quizzes	4/10% each	1
Example: Teaching & Learning Activity #1 (Reflection) (1%)	1%	3

Add Assessment Strategy		Remove Assessment Strategy
Content review quiz: To ensure continuity of learning, students will be tested on content (60 random multiple-choice questions) from PSYC/KINE/GH 4006 3.00 Part I Healthy Aging course and complete a cumulative online quiz.	15%	d, e
Team Charter (including 5% from peer to peer and self-evaluation rubric)	15%	a, b, c
Placement Learning Plan	15%	b, d, e
Reflective Journals	10%	a, b, c, d, e
Team Wiki (including 5% from peer to peer and self-evaluation rubric)	15%	d, e
Oral Presentation (including 5% from peer to peer and self-evaluation rubric)	10%	d, e
Placement/Field Supervisor Evaluation	20%	b, c, d, e

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

Some examples of formative feedback include:

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

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

The reflective journaling will provide opportunities for the instructor to provide feedback on the content that will ultimately be used to inform the wiki and the oral presentation.

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

n/a

Bibliography:

1. 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.).

<https://careers.yorku.ca/files/2017/05/Resume-Tips-Checklist.pdf>
<https://careers.yorku.ca/files/2017/04/Targeted-Resume-Introductions-Accomplishments.pdf>
<https://careers.yorku.ca/files/2017/05/Sample-Interview-Questions.pdf>
<https://careers.yorku.ca/files/2017/05/Interview-Skills-Tip-Sheet.pdf>
<https://careers.yorku.ca/files/2017/05/Answering-Behavioural-Interview-Questions-Using-STAR.pdf>
<https://www.toronto.ca/city-government/data-research-maps/neighbourhoods-communities/ward-profiles/>
<https://cec.info.yorku.ca/connect-the-dots/>

https://moodle.yorku.ca/moodle/pluginfile.php/5083582/mod_wiki/intro/WikiTipSheet.pdf
Plus tipsheets created to support group work.

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

Course textbook is what is used in Part I: Novak M., Campbell L., Northcott, H.C. (2019). *Healthy Aging: Trends & Issues*. Custom edition of *Aging and Society: Canadian Perspectives, 8th Edition* (2018).

Nelson Education

N/A

3. 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.

Other Required Resources:

1. Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). Approval of a new course will be considered only if adequate physical resources are available to support the course.

small classroom with flat tabletop setting is required.

N/A

2. Please list any online teaching and/or learning resources (educational software) that are required for the course. If any is required, please describe what the cost will be for students.

Statements of Support (please attach these to the proposal)

Learning Technology Services (LTS) Statement:

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

Library Support Statement:

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

Submitting the Form:

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

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

FACULTY of Health
Department of Psychology

Course: PSYC/KINE/GH 4007 3.00 Part II: Healthy Aging Community-Service Learning (CSL) project

Term: TBA

Prerequisite: PSYC/KINE/GH 4006 3.00 Part I: Healthy Aging Current Trends & Issues

Course Instructor
Susan Murtha

Time and Location
Blended course design combining an online plus an in-class component.

Course Description

This course offers students the opportunity to apply knowledge and skills gained in Part I Healthy Aging Trends and Issues course to a practicum /field placement with an organization serving older adults. Working in teams, students participate in practice-based community service learning, where they interact with older adults and engage in activities to address community needs. Through structured reflection, field-experience and supervision, students gain a deeper understanding of the concepts, methods and theoretical foundations underlying healthy aging. Ultimately, these placements provide the concrete experiences required for students to bridge theory and practice.

Students are required to complete a minimum 70-hour field-placement in a pre-approved community organization. The work integrated learning component of the course is intentionally designed to promote professionalism and transferable skills development and will be evaluated & supported by a field-placement supervisor.

In addition to fieldwork, the course format will be blended with approximately 2 in class sessions at the beginning of the term to prepare students for the placement and 2 at the end of the term to debrief and do a final presentation and reflections depending on the number of students and number of community partners. Reflections, activities and assignments will take place primarily online through the eClass course site. If taken in the fall or winter terms, students can expect to spend in weeks 3-10 approximately 8-9 hours a week at their placement site. If taken during the Summer term, these hours will be condensed over fewer weeks. Consideration will be given to balancing workload of placement with expected learning outcomes for the course.

Note 1: This course has an experiential learning placement component, therefore, it is ineligible for a student-initiated late drop under the withdrawn from course policy (see for details <http://myacademicrecord.students.yorku.ca/course-withdrawal>).

Note 2: Given the limited number and type of community-service-learning opportunities available,
2024/2025

enrolment is restricted. Students must fill in an application and be accepted to take this course by the course instructor before permission to enrol will be granted.

Note 3: Once accepted, students may be asked to attain a vulnerable sector screen. Student may be able to apply to the Faculty of Health experiential learning student fund to offset the costs of the vulnerable sector screen (see for details <https://www.yorku.ca/health/experiential-education-2/experiential-learning-student-fund/>).

Open to: Students in the Honours program and have completed 84 credits.

Cross-listed to: HH/PSYC 4007 3.00 and HH/KINE 4007 3.00

Course Objectives

The community service-learning component of the course will contribute to students being able to:

- a) Articulate professionalism skills (i.e., compassion, empathy, teamwork)
- b) Develop professionalism skills through their interactions with community partners.
- c) Practice conflict resolution and mediation by developing their professionalism skills
- d) Communicate health, wellness and quality of life knowledge about healthy aging through a written report and/or oral presentation to peers and/or community partners
- e) Apply their knowledge about factor contributing to healthy aging by engaging in one or more of the following: communicating information and resources, building/contributing supports, and advocating for healthy aging to older adults and/or their families

Suggested Readings

Course textbook is what was used in Part I: Novak M., Campbell L., Northcott, H.C. (2019). *Healthy Aging: Trends & Issues*.

All other required, recommended, and additional readings/activities are listed/described in the eClass course

Evaluation

To achieve the course learning outcomes students will participate in online and in-class activities along with CSL and group work and will complete the following summative assessments:

Summative Assessments	Percentage of Grade
Content review quiz (online)	15%
Team Charter (including 5% from peer to peer & self-evaluation rubric)	15%
Placement Learning Plan	15%
Reflective Journals	10%
Team Wiki (including 5% from peer to peer & self-evaluation rubric)	15%
Oral Presentation (including 5% from peer to peer & self-evaluation rubric)	10%
Placement/Field Supervisor Evaluation	20%

How the summative assessments support the Course Learning Outcomes:

Summative Assessments	Learning Outcomes
1. Content review quiz	d, e
2. <i>Team Charter</i> – transferable skill development – group work required for a Team wiki	a, b, c
3. <i>Placement Learning Plan</i> – development and implementation of plan allows for articulation & development of professionalism skills; articulates & supports opportunities relevant to outcome through the community work or deliverable	b, d, e
4. <i>Online reflective journals</i> -- satisfies transferable skill development (self-reflection) capture the complete structured reflection cycle and communication skills	a, b, c, d, e
5. <i>Team wiki</i> -- satisfies course content/theory application – this activity allows students to communicate health, wellness, quality of life knowledge, and/or showcase how they communicate this knowledge, and/or what support they built, and/or what advocacy they engaged in	d, e
6. <i>Oral presentation</i> – transferable skill development	d, e
7. <i>Placement & Field Supervisor Evaluation</i> – satisfies development and application of professionalism skills along with the application of theoretical knowledge to concrete experiences.	b, c, d, e

General Description of Summative Assessments:

Content review Quiz

To ensure continuity of learning, students will be tested on content (60 random multiple-choice questions) from Part I Health Aging course and complete a cumulative online quiz (15% of grade).

Team Charter

In collaboration with one another, student groups will develop a team charter (10% plus 5% for peer & self-assessment) for their team wiki. This document provides direction for the team assignment and establishes boundaries and expectations to support team effectiveness. Through the development and implementation of the team charter students will have the opportunity to practice and develop transferable skills, such as: mediating conflict, time management, organization and communication skills.

Placement Learning Plan

In collaboration with their placement supervisor students develop a Learning Plan (15%) that outlines what they propose to accomplish during their placement and how these accomplishments will be evaluated. It is an opportunity to generate shared expectations between the student and placement supervisor. The agreement documents individual learning goals aligned with the course learning outcomes and captures how the student's participation will support a need of the community organization. The Placement Learning Plan is sent for approval to the Course Director on the 3rd week of placement.

Reflective Journals

Students complete online journals (15%) applying structured reflection to explore their own assumptions about healthy aging in the context of their CSL experience.

Team Wiki

Students will build a Wiki as a team (minimum of 2 students) worth (10% + 5% for peer & self-assessment), based on the community service learning (CSL) experience. The team-authored Wiki has the aim of the team reaching a consensus or compromise on the content of the Wiki page that will be based on their community-service-learning experience. Students will be expected to apply their team charter in the execution of this exercise.

Oral Presentation

Students will deliver a final reflection oral commentary in class (or by video) as a team (5% + 5% for peer & self-assessment) on their CSL experience that will be presented as a team. Students will reflect on assumptions and impressions as gleaned from the Wiki's. Students will critique their own beliefs and assumptions about healthy aging and justify why their own assumptions and beliefs have changed or stayed the same as a result of their CSL experience.

Placement Supervisor Evaluation/Placement Evaluation

Placement supervisor will complete an evaluation (20%) of the student's overall performance during their placement. They will be evaluating the students on a four-point scale (0 = poor, 1 = below average, 2 = good, 3 = very good, 4 = excellent) regarding transferable skills, implementation of Learning Plan, interpersonal/relations in the workplace, communication and application of ideas, and professionalism.

Percentage of Graded Feedback by the drop date:

Graded feedback provided by the drop date of the course will be at a minimum comprised of the Placement Learning Plan, Team Charter and Online the Content Review Quiz; totalling 35% of the grade.

Grades distribution adjustment:

Note: Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

The following chart maps the learning outcomes to weekly in-class and/or online learning activities and CSL activities

<p>Application Process</p> <p>Application takes place months prior to the start of the term including: -Placement matching -Risk management requirements</p> <p>Potential interviews with host organizations will take place at the start of the term.</p> <p>Application may include the following requirements:</p> <ul style="list-style-type: none"> • Statement of interest that incorporates structured reflection (useful as a diagnostic assessment) • Participation in resume writing and/or career readiness workshop 									
Week	Learning Outcomes					In-class Learning Activities	Online Learning Activities	Fieldwork Activities	Teamwork Activities
	A	B	C	D	E				
1	X	X	X	X	X	Review course outline, Expectations and assignments Review placement learning plan & goal setting - reference competencies dictionary. Introduce teamwork and professionalism skills (communication; conflict management; time-management; organization) Practice conflict management and communication skills Introduce Team charter (15 minutes)	Content review quiz (60 random questions from 10 chapters in the textbook (15%) Review agency website (how does work/ mission/ values align to your career/professional goals?)	Begin work on placement learning plan	Begin drafting Team charter

						Form Teams and <i>begin</i> drafting Team Charters (15 minutes)			
2	X	X	X	X	X	Structured reflection / reflection learning cycle Introduce Community engagement & cultural competency & the power of reflection (refer to online modules) (30 minutes) What to expect when you're in the field? (15 minutes) Introduction to what it means to work in the community	Assigned readings and / or cultural competencies modules (possibly Simon Fraser modules licensed through York International)	7 hrs Placement Orientation / onboarding Review placement learning plan with supervisor	
3	X	X	X	X	X		Online journal	8-9 hrs – attend placement Placement Learning Plan due	
4	X	X	X	X	X		Online journal	8-9 hrs – attend placement	Finalize Team Charter
5	X	X	X	X	X		Online journal	8-9 hrs – attend placement	
6	X	X	X	X	X		Online journal	8-9 hrs	
7 Rdng. week								Optional (to replace missed hours)	
8	X	X	X	X	X		Online journal	8-9 hrs	
9				X	X		Build team wiki	8-9 hrs	

10				X	X		Build team wiki	8-9 hrs	
11				X	X		Finalize team wiki	8-9 hrs	
12				X	X	Oral Presentations & Debrief		field supervisor evaluation	

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading: 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 - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Health section of the Undergraduate Calendar: <http://myacademicrecord.students.yorku.ca/pass-fail-option> . Note, it is not recommended to take a fourth-year course on a Pass/Fail option.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. How, where and when is clarified in the eClass course.

Lateness Penalty: Assignments are due by the respective due dates as outlined in the eClass course. Assignments received later than the due date will not be graded. Exceptions to the lateness penalty for valid reasons such as serious illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., [physicians statement](#) for serious illness).

Accommodation: Students with a documented reason for missing a graded component of the course may request accommodation from the Course Instructor. Accommodation will be dealt with on a case by case basis based on past performance in the course and percentage of the missing grade. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

ADDITIONAL INFORMATION

Technology support: If you are having difficulty with Moodle or perhaps with your browser accessing Moodle or the Library e-resources then you can ask the technology folks by emailing ASKIT@yorku.ca. When you email them try to be as specific and precise as possible and even consider

sending them a screen shot of any error messages you are receiving.

If you want to get a hold of me (the course director) then email Susan Murtha at smurtha@yorku.ca. To ensure the email is not overlooked, put in the subject header the words "Re: 4007 Course".

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://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust20121.pdf>

- I would particularly like you to review the Senate Policy on Academic Honesty on cheating and plagiarism and the Academic Integrity Website
- You also may find of interest:
 - Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
 - Student Conduct Standards
 - Religious Observance Accommodation

School/Department: Psychology, Kinesiology, Global Health

Course Information:

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

Course Title:

Effective Session for Change: **Term:** **Year:**
(i.e Fall, Fall/Winter, Winter) (i.e 2017-18, 2018)

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

<input type="checkbox"/>	in course number/level	<input type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in credit value	<input type="checkbox"/>	in calendar description
<input type="checkbox"/>	in cross-listing*	<input checked="" type="checkbox"/>	retire/expire course
<input type="checkbox"/>	in course credit exclusion(s) †		

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

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

Other (please specify)

Rationale for Change:

The original course is being redesigned as two three credit courses and this course will no longer be offered. The original version of this course was previously designed, developed, and delivered, but it was a 40-hour community service learning component embedded within a 6 credit course. Community partners wanted students for more than 40 hours as they trained these students no differently than students on a practicum placement in other programs. There was no extra time in the 6-credit course to allow for the addition of more hours for the community service learning projects. We also had to incorporate into the first half of the 6 credit course knowledge and skills beyond the theories and information about healthy aging but that would facilitate students successful engagement and preparedness to work with community partners during the second half of the course e.g., we had to discuss the requirements of community service learning, who are the organizations, provide an overview of the vulnerable sector screen/police check requirements, discuss the work to be completed in advance of engaging with the community partner (e.g., resume, cover letter, application, interview, volunteer training, etc.). Because this extra information was an add-on there was not a lot of time to go over it all in class, so it was left up to the learner to independently pick up through information and links we provided through Moodle. Therefore, the plan is to divide the 6 credit course into two 3 credit courses: Part I will be offered fully online and will address the theoretical underpinnings of topics in healthy aging; Part II will be focused on the community service learning component, double the amount of time in the community to 70 hours, and provide in-class opportunities to go over the necessary details to make the learner successful with our community partners.

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

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically

excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

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

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

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

Denote additions in **bold, underlining**, and ~~strike through~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/IHST 4005 6.00 Healthy Aging: Current Trends and Issues</p> <p>How can we age in the healthiest manner possible? Students in this course develop knowledge about current issues and debates in healthy aging. They also develop skills and experience in working with older adults pertaining to aging optimally. Within a community setting, students engage in community service learning opportunities where they apply the concepts, methods and theories about aging optimally. Course Credit Exclusion: HH/NURS 3000 3.00. Open to: Students must be in the Honours program and have completed 84 credits. Students will be accepted into the course by permission only. Note: Given the limited number and type of community service learning opportunities available, enrollment is restricted. Students must fill in an application (https://bit.ly/2x8KkEG) and be accepted to take this course by the course director before permission to enroll will be granted. Cross-listed to: HH/PSYC 4005 6.00 and HH/KINE 4005 6.00</p>	

Confirmation of Consultation/Approval:

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

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

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



May 18, 2020

To Whom It May Concern:

I am writing on behalf of the Department of Psychology to support Dr. Susan Murtha's application to (1) retire PSYC 4005 6.0 (Healthy Aging: Current Trends and Issues) – currently a 6 credit undergraduate course, and then to (2) divide the existing course into two half courses: PSYC 4006 3.0 (Healthy Aging Current Trends and Issues) & PSYC 4007 3.0 (Healthy Aging Community-Service Learning). PSYC 4006 would address the empirical and theoretical research on the topic and be entirely online, while PSYC 4007 would be dedicated to applied/experiential learning, and entail students participating in placements in the community.

This change in direction makes good sense given that more students will be able to take PSYC 4006 due to its higher enrollment ceiling and greater accessibility given it will be entirely online. Moreover, under the current pandemic circumstances where placements are in jeopardy, it will give students an opportunity to at least gain exposure to the material without the risk of having the entire course cancelled due to the experiential component being unworkable. On the other side, PSYC 4007 being now an entirely applied course, will allow for each student to commit to more hours toward the placement deepening the learning process while making it more worthwhile for community partners to participate.

Overall, these changes seem both timely and to be an improvement over the prior structure both practically and pedagogically – which is why I support them.

Please let me know if you require any more information.

Sincerely,

A handwritten signature in black ink, appearing to read "Karen Fergus".

Karen Fergus, PhD, C.Psych
Undergraduate Program Director
Associate Professor, Department of Psychology

From: Michael K Connor <mconnor@yorku.ca>
Sent: Monday, May 18, 2020 11:27:58 AM
To: Susan J. E. Murtha <smurtha@yorku.ca>
Subject: Re: Change to one cross listed course and as a result to GH concentration and certificate in aging

Hi Susan,

I apologize, I thought I replied to you. KINE has no issues with the proposed changes to the course.

Mike

Michael K. Connor Ph.D.
Associate Professor and Undergraduate Program Director
Kinesiology and Health Science
York University
Toronto, ON
M3J 1P3

From: Susan J. E. Murtha <smurtha@yorku.ca>
Sent: Monday, May 18, 2020 10:59:26 AM
To: Michael K Connor <mconnor@yorku.ca>; Karen Fergus <updpsyc@YORKU.CA>
Subject: FW: Change to one cross listed course and as a result to GH concentration and certificate in aging

Hi Mike and Karen, do you think I will bet anything from you on time for this to go to the curriculum committee meeting?

Susan Murtha Ph.D.
Associate Dean, Learning, Teaching, Academic Programs
Faculty of Health, York University
Toronto, ON, Canada

From: "Beryl F. Pilkington" <bpilking@yorku.ca>
Date: Monday, May 18, 2020 at 10:38 AM
To: "Susan J. E. Murtha" <smurtha@yorku.ca>, Michael K Connor <mconnor@yorku.ca>, Karen Fergus <updpsyc@YORKU.CA>
Cc: Adrian Viens <amviens@yorku.ca>
Subject: RE: Change to one cross listed course and as a result to GH concentration and certificate in aging

Hello Susan, I apologize for being a laggard in responding.

I have reviewed the proposed change to IHST 4006 6.0 'Healthy Aging' from one, 6-credit course to two, 3-credit courses (4006, 4007). The reasons make sense, and I have no issues or concerns about the change.

For clarification – I thought that Global Health was no longer administering the Aging Certificate??

About mounting the course: I have no objection to that – pending clarification about who is administering the certificate.

Please note that, currently, there are no FT faculty in GH who could teach the 'new' courses. If they are to be delivered in 2020/21 they would have to be posted for CUPE - unless you (or someone else) is available to teach them.

Kind regards,

Beryl

F Beryl Pilkington, RN, PhD
Coordinator, Global Health BA/BSc Program
Faculty of Health, York University
bpilking@yorku.ca
416.736.2100 ext. 30697
globalhealth.yorku.ca

York University is on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous peoples. We acknowledge the current treaty holders and 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.

From: Susan J. E. Murtha
Sent: April 29, 2020 1:57 PM
To: Michael K Connor <mconnor@yorku.ca>; Karen Fergus <updpsyc@YORKU.CA>; Beryl F. Pilkington <bpilking@yorku.ca>
Subject: Change to one cross listed course and as a result to GH concentration and certificate in aging

Hi Michael, Karen, and Beryl:

I am making a change to IHST/KINE/PSYC 4005 6.00 (Health Aging course) into two 3 credit courses. The original version of this course was approved a few years ago, went through all of our curricular approval processes, was cross listed between GH, PSYC, and KINE and was added to the certificate in aging and the concentration in GH. But after teaching it for one year, I have concluded that it needs to be two separate courses. The documents attached provided details, rationale, revised course outlines. The first part will be now fully online, open to more students, theoretical and content driven, the second part will now be the community service learning component. This change is represented by five documents attached (the cancellation of IHST/KINE/PSYC 4005, the creation of IHST/KINE/PSYC 4006 and

IHST/KINE/PSYC 4007 plus their respective course outlines). Because this course is cross listed with your three programs I need a supporting letter from each of your programs to accompany this change. If you have any issues or concerns or questions I am happy to discuss the changes with any of you.

This change to one course triggered a cascade of changes in the Certificate in aging and in the GH concentration. These changes are all in one pdf attached beginning titled minor changed.....with the appropriate university calendar language changes.

Wendy said that I also must consult with the programs to ensure CASing and that the courses will be offered regularly for Certificate of Aging students. For now I believe the mounting of these courses resides with GH, so Beryl if you have any more questions so that we can consult further then please be in touch. If after reviewing these documents you are fine, please provide a short email indicating that we have consulted and you/GH program is aware of these changes and the need to mount these courses for both the certificate and for the concentration in GH.

We are working towards having this on the agenda for the faculty curriculum committee on May 25th. So if you could get me feedback to incorporate by May 18th at the very latest it would be greatly appreciated.

Thanks all!

Susan Murtha Ph.D.
Associate Dean, Learning, Teaching, Academic Programs
Faculty of Health, York University, Toronto, Ontario

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York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous peoples. We acknowledge the current treaty holders and the Mississauga 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.

See Jennifer Wemigwams Wampum Interactive about the Wampum belt (different ones, what they represent) developed for Parks Canada (2012). https://spark-public.s3.amazonaws.com/aboriginal/ed/files/wampum_Version_Final1b.swf (takes a few minutes to load and requires Flash to play).

"Don't let the perfect be the enemy of the good" from The Happiness Project by Gretchen Rubin, 2018.

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