

York University

Undergraduate Certificate Proposal:

CERTIFICATE IN SOCIAL JUSTICE AND COMMUNITY ENGAGEMENT: SPORT,
PHYSICAL ACTIVITY & HEALTH

Faculty: Health

Department: School of Kinesiology and Health Science

Degree Designation: Disciplinary Certificate

Program: Kinesiology and Health Science

Location: Keele Campus

Intended Start Date: September 2025

1. Introduction

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

The Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health is a Disciplinary Certificate designed for students who have an interest in studying in courses with a major focus on the intersections of sport, physical activity, health, and social justice for positive community engagement and impact. Through these courses, students will learn about the importance of Kinesiology, physical activity, sport, and other forms of physical culture in building and supporting the physical, mental, emotional, and social health and well-being of individuals, groups, communities, and the planet. This certificate will indicate students' advanced theoretical and substantive understandings of the sociocultural and policy study of sport and physical activity, as well as heightened experience with, and capacity for, community-based learning and engagement. This certificate will be administratively housed within the School of Kinesiology of Health Science (KHS).

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

Kinesiology is defined as the multi-disciplinary study of human movement, and traditionally encompasses a range of fields across the natural to social sciences; in short, it is the study of human movement from 'cell to society.' Within KHS, there is a dedicated Socio-Cultural and

Policy Studies in Sport and Physical Activity (SCPS) stream committed to learning, teaching, and research that advances equitable physical culture and health in an unequal world with communities allied in social struggle. As a collective, our work aims to critique systems of oppression, promote collaboration, foster community, and achieve accessibility, transparency, and social justice. The courses associated with the proposed certificate all attend to and work towards social justice through course content directly, through innovative community-service learning or similar experiential opportunities, through knowledge mobilization, translation and transfer projects with community groups, and/or through research-based learning and projects. The proposed Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health aligns directly with the foci of the SCPS' stream in KHS.

The proposed certificate employs recognizable language in the broader disciplinary areas of the socio-cultural study of sport and physical activity and physical cultural studies. Several institutions across Canada have research centres focused on comparable themes such as U of T's *Centre for Sport Policy Studies*, UBC's *Centre for Sport and Sustainability*, Brock's *Centre for Sport Capacity*, or Western's *Sport and Social Impact Research Group*. From our scan of the sector, there are only two comparable offerings from competitors: 1) "Certificate in Social and Environmental Justice" (Faculty of Kinesiology and Physical Education, University of Toronto); and 2) "Minor in Studies of Social Issues in Sport, Physical Activity, and Leisure" (School of Human Kinetics, University of Ottawa).

1.3 Indicate the intended start date for the certificate.

September 2025

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

The general objectives of the undergraduate certificate are:

1. To provide students a suite of Kinesiology course-based opportunities to advance equitable physical activity and health via social citizenship, social entrepreneurship, community building and engagement, and social justice.
2. To provide students course-based opportunities in Kinesiology to develop and apply practical skills essential for engagement with diverse communities and organizations to promote equitable physical activity and health. These skills include, but are not limited to, unconscious bias training, cultural safety, written and oral communication skills and knowledge translation skills.
3. To provide future public- or private-sector employers, professional programs and graduate schools with a clear demonstration of the advanced knowledge and skills in promoting equitable physical activity and health possessed by Kinesiology students graduating with this proposed certificate.

The Kinesiology courses encapsulated within the proposed certificate offer a range of opportunities for students to build, apply, and synthesize knowledge on positive community engagement and social justice through sport, physical activity, and health. Furthermore, each course within the proposed certificate affords students' experiential learning opportunities with

students routinely being challenged to address ‘wicked problems’ faced by real community partners. Given the foci of the certificate, students will be exposed to and able to build such competencies as: curiosity; creativity; innovation; social, cultural and ethical awareness; interdisciplinary thinking; community engagement; the ability to collaborate and integrate systems and people; and the capacity to develop, implement and evaluate policies, practices, programs, and opportunities that advance accessibility, equity, inclusivity, truth and reconciliation in and with a variety of community partners.

We anticipate that graduates with the Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health Certificate will be well-positioned for a wide variety of post-undergraduate and career options. The Certificate will make candidates more attractive for professional (e.g., Medicine, Law) and graduate schools as more and more of these programs require applicants to demonstrate awareness of the overlapping barriers of discriminatory beliefs, attitudes, structures, and systems that create and sustain social and health inequity for individuals and communities locally to globally. The Certificate will also make candidates more attractive for future employers as graduates will be able to apply their skills in the private or public sectors in such ways as: research, data and policy analysis, development of policy briefs, program evaluation, grant writing, knowledge translation, communications, and outreach.

2.2 Describe how the general objectives of the undergraduate certificate align with University and Faculty missions and academic plans.

The general objectives of the proposed certificate align with the principles and priorities outlined in the Undergraduate Academic Plan (UAP, 2020-2025), and the Faculty of Health’s new strategic plan (2024-2028). With regards to the Faculty’s strategic plan, this certificate is in line with three of its key strategic directions: 1) Advancing Social Justice; 2) Creating Opportunity for Student Engagement and Impact; and 3) Partnering for Positive Change. Moreover, and in line with the UAP, the certificate reflects a commitment to critical inquiry and the pursuit of knowledge-for-change. The courses identified for the certificate equip students with skills to critically evaluate research, policy and practice, with a specific focus on understanding the place of sport, physical activity, and physical culture in addressing pressing social justice issues.

Second, the UAP recognizes the transformative power of research, scholarship, education, and critical dialogue to create a more just world. Through completing the proposed certificate, students will engage with tools to actively transform knowledge into action, bridging the gap between academic learning and practical application.

Third, the UAP emphasizes the role of York as an “agent of positive change for our students, for higher education, for society at large, and for the planet.” The proposed certificate thus strengthens York’s positioning as an ‘agent of change’ by centering and allowing students to learn from, and be inspired by, the work of individuals, communities, and organizations promoting sport, physical activity, and health, through a social justice and DEDI lens. In doing so, active citizenship and community engagement are modeled for students.

Fourth, the UAP underscores York’s commitment to building a more just and sustainable future. The proposed certificate actively contributes to this commitment by bringing into conversation, courses related to sport, physical culture, health, global development, and Indigenous health,

critiques of capitalism, and data justice. Consequently, students who complete the proposed certificate will be able to identify and address existing inequities, enhance community well-being, and promote evidence-based policies and programs that align with the United Nations' Sustainable Development Goals.

3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

The proposed certificate is innovative in its focus on positive community engagement and social justice through sport, physical activity, and health. No other undergraduate certificate offered at York focuses on the sociocultural study of sport or on positive social change through sport, physical activity, and health. The Department of Anthropology (LAPS) offers a Certificate in Advocacy & Public Engagement. Like the proposed certificate, this program emphasizes student activism, critical perspectives on public issues, and identifying ways to promote social change through advocacy, ethnographic fieldwork to investigate issues, and critical interventions. However, the Certificate in Advocacy & Public Engagement does not offer any courses focused on sport, health, physical culture or activity, and it is grounded in anthropology as opposed to the sociology or cultural studies of sport, physical activity, policy studies, and health.

3.2 Provide brief description of the need and demand for the proposed undergraduate certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

This proposed certificate attends to known social needs in Canada. It is well established that there are systemic and structural barriers to good health for all Canadians, particularly those from underrepresented, under-served, and marginalized groups, such that the [Public Health Agency of Canada](#) identifies social justice as a core value in public health: "Important values in public health include a commitment to equity, social justice and sustainable development, recognition of the importance of the health of the community as well as the individual, and respect for diversity, self-determination, empowerment and community participation" (2008, p. 7). There has also been long held belief among advocates that access to and participation in equitable and inclusive sport and physical activity contributes to healthier communities. In turn, there has been growing attention to the ways in which sport and physical activity are tools that can help to advance positive change in communities, locally and globally, for an equitable and just world. In fact, the belief that sport can be "[leveraged]...for the physical, mental, emotional and social health of everyone in Canada" fundamentally underpins the latest iteration of the Canadian Sport Policy 2023-2033 (as cited in the [What We Heard Report](#), 2022, p. 5). This proposed certificate threads through these known social needs in its focus on advancing positive change and social justice through sport and physical activity to improve the health and well-being of communities.

The demand for a Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health is underscored by various factors including the increasing prioritization of decolonization, equity, diversity, and inclusion (DEDI) principles/initiatives and social justice among Canadian students in their academic and career pursuits. Organizations such as the Canadian Council for International Cooperation (CCIC) and the Canadian Association of Social Workers (CASW) recognize the value of individuals with a strong foundation in social justice principles and the communication, facilitation, and knowledge translation skills required to meaningfully engage with communities. Such skills are recognized as essential for navigating today's current employment landscape in Canada's Skills for Success [Framework](#) as well as in such documents as the 2022 Diversity Institute's Labour Market Insights [report](#).

Within the Faculty of Health, data collected through surveys during its recent strategic planning process also highlighted both increasing sensitivity to social justice among students as well as heightened demand for more community-integrated and community-service experiential learning. Students spoke of their desire for more chances to engage with community partners to such an extent that the Faculty set as one of its strategic directions, to: "Increase students' connection to local and international community through research, experiential community-based projects, and work-integrated learning." A landscape assessment prepared by the Office for Institutional Planning and Analytics (OIPA) identified an anticipated 4% job growth in such fields as health and social policy development and program administration as per Canadian jobs data on the Lightcast (formerly Burning Glass) platform. This includes an increase in community development and community engagement career opportunities with such organizations as MLSE Launchpad, Canadian Tire's Jumpstart Foundation, Right to Play, as well as various municipalities including Toronto, Mississauga, Markham, and Vaughan.

- 3.3** Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

Initial intake of 25 with steady-state enrolment of 40, with an anticipated implementation date of September 2025.

4. Curriculum, Structure and Learning Outcomes

- 4.1** Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure support achievement of the learning outcomes. Append a curriculum map.

The program learning outcomes for the Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health are:

1. Understand key concepts related to social justice, including but not limited to decolonization, equity, diversity, inclusion, power and privilege, power dynamics, oppression, systemic and structural forms of discrimination, social citizenship, and social entrepreneurship.
2. Describe opportunities for and barriers to equitable, accessible, and inclusive sport, physical activity, and/or health and their implications for advancing social justice and

community engagement, particularly for those from underrepresented, under-served, and marginalized communities.

3. Develop knowledge of the principles for ethical community engagement, including consideration of the ethical implications of their actions, engaging in self-reflection, and continuously learning and adapting their approach based on feedback and experiences.
4. Apply theoretical and practical knowledges of social justice and community engagement to co-create, analyze, recommend and/or evaluate strategies that attend to complex social problems through equitable, accessible, and inclusive sport, physical activity, and health practices and opportunities.
5. Collaborate meaningfully with diverse peers and community partners in an ethical, culturally sensitive, and professional manner, recognizing the impact of intersectionality on experiences of oppression, and adapting communication and engagement strategies accordingly.
6. Communicate knowledges in relevant and meaningful ways (e.g., written, oral, audio/visual, or creative formats) for diverse audiences.

General Requirements for the Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health are:

1. Students enrolled in the KHS Honours Kinesiology BA or BSc program;
2. Completion of the core socio-cultural KHS courses: KINE 1001 3.0 (Sociocultural Foundations in Kinesiology: Tools of Inquiry) and KINE 2001 3.0 (Sociocultural Insights and Applications in Kinesiology);
3. Completion of KINE 4880 3.00: Knowledge-to-Action Capstone: Community, Physical Culture, and Health;
4. Completion of an additional 15 credits from the following list of KHS electives, with a minimum 6.0 credits at 4000-level:
 - KINE 2040 3.0: Communities in Motion: Exploring the Behavioural and Sociocultural Study of Sport and Physical Activity
 - KINE 3360 3.0: Gender and Sexuality in Sport and Health
 - KINE 3430 3.0: Histories of Sport, Physical Activity and Health in Canada
 - KINE 3485 3.0: Social and Structural Determinants of Physical Culture and Health
 - KINE 3445 3.0: Sport, "Race" and Popular Culture in Canada
 - KINE 3490 3.0: Sport Policy and Politics
 - KINE 3595 3.0: Ethics and Relations of Power in Kinesiology and Health
 - KINE 4310 3.0: International Development and Sport
 - KINE 4315 3.0: Indigenous Health and Physical Cultural Practice
 - KINE 4480 3.0: Critical Policy Studies of Sport, Physical Activity and Health
 - KINE 4635 3.0: Immigration and Culture
 - KINE 4645 3.0: Active Living and Ageing
 - KINE 4636 3.0: Crises of Capitalism

NOTE: Students do not have to apply for this certificate but must request the certificate with the Registrar's Office. The Registrar's Office will confirm eligibility for the certificate upon graduation.

Please see Appendix for the Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health curriculum map.

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

Students will be assessed through successful completion of online modules such as SPARK and the Tri-council Policy Statement (TCPS) Ethics modules, quizzes, tests, exams, written assignments, and oral presentations whether in-person or virtually (e.g., through digital storytelling). The certificate learning outcomes strongly focus on the translation of knowledge to practice, effective communication, and collaboration with others, which will be largely assessed through group-based projects.

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

All courses in support of this proposed certificate are offered through the KHS in the Faculty of Health. All courses in support of this proposed certificate are offered every year.

Course Number and Title	Credit Value	New/Existing Course (f of offering)	Short Description
<i>Required Courses</i>			
KINE 1001 Sociocultural Foundations in Kinesiology: Tools of Inquiry	3.0	Existing	Critically explores the foundations and assumptions of Kinesiology from a socio-cultural perspective. This begins with an understanding that no human being lives outside of society, and that we are social bodies. An individual’s social body is categorized and trained into socially approved roles and practices that are informed by cultural, political, and historical conditions. In this course, we investigate how the social body has shaped and is shaped by Kinesiology as an area of study and practice. Students are introduced to analytical tools of inquiry and learning skills.
KINE 2001	3.0	Existing	Critically explores Kinesiology as a field of study, and the study of physical culture and health by building on concepts and skills introduced in KINE1001. We identify the complex ways in which unequal power relations manifest through

Sociocultural Insights and Applications in Kinesiology			our perceived gender, appearance, age, sexual orientation, race, ethnicity, ability, class, caste, and so on. We explore how we can resist, make change, and work towards a more just world.
KINE 4880 Knowledge-to-Action Capstone: Community, Physical Culture, and Health	3.0	Existing	Provides knowledge-to-action skills and opportunities to tackle real-world challenges, address community needs, and have social impact(s). Examines undergraduate education through a social justice lens by centering principles of decolonization, equity, diversity, and inclusion and their implications for sport, physical activity, physical culture(s), and health (broadly defined). Explores how social inequities impact research, programs, and policies. Provides the tenets and tools of ethical, equitable and relational knowledge co-creation, trans-fer/exchange, and representation. Explores knowledge mobilization and translation efforts in health, sport, physical activity, and physical cultural practice(s). Identifies ways to mobilize knowledge that work towards social justice by taking seriously the principles of decolonization, equity, diversity, and inclusion.
<i>Elective Courses (Students must complete an additional 2.5 FCE from the following options)</i>			
KINE 2040 Communities in Motion: Exploring the Behavioural and Sociocultural Study of Sport and Physical Activity	3.0	Existing	Introduces students to the behavioural and sociocultural study of sport and physical activity with emphasis on exploring sport and physical activity, including barriers and catalysts, in relation to communities and community building. In addition, this course introduces students to the research processes that underpin the behavioural and socio-cultural study of sport and physical activity - from the starting point of cultivating curiosity, to conceptualizing a research question and project, to the communicating findings with and to others.
KINE 3360 Gender and Sexuality in Sport and Health	3.0	Existing	Introduces students to the social production of gender (including femininity and masculinity) and sexuality and how it impacts the worlds of sport and health. The course introduces students to feminist and queer theory approaches within the discipline.
KINE 3430 Histories of Sport, Physical Activity and Health in Canada	3.0	Existing	This course examines diverse histories of sport, physical activity and health in Canada and the ways in which people have fashioned sport, physical activity and health within economic, social, and political struggles and changes. The course focuses on the historical and social

			construction of identity(ies) and community(ies) and the roles play by sport, physical activity, and health in the inclusion and/or marginalization of individuals and groups.
KINE 3485 Social and Structural Determinants of Physical Culture and Health	3.0	Existing	Examines the historical, political, economic, and social factors and mechanisms, including governance systems, programs and policies, that shape physical culture and health, experiences, opportunities, barriers, and outcomes for individuals and communities.
KINE 3445 Sport, "Race" and Popular Culture in Canada	3.0	Existing	The course gives students a historical and contemporary understanding of 'race' and racism in Canadian popular culture as it pertains to the world of sport.
KINE 3490 Sport Policy and Politics	3.0	Existing	Discussions about power, politics and ethics as they relate to current sport policy issues are explored. Policy development and policy analysis skills are learned and applied to issues in relation to sport in a number of sectors (e.g., public, the third sector, commercial, etc.).
KINE 3595 Ethics and Relations of Power in Kinesiology and Health	3.0	Existing	Provides grounding in ethical theories and approaches in relation to Kinesiology and health. Cultivates the development of an ethical self and critical thinking about the ethical use of power for social justice and equity in our communities. Case studies will serve as basis for students to develop tools to reflect and respond to ethical dilemmas in fields related to the human body, movement, and health.
KINE 4310 Sport, Global Development & Transformative Justice	3.0	Existing	Critically examine the intersections of sport and international development. Sport has increasingly been utilized to "develop" marginalized groups in the "Global North" and "Global South." This involves tapping into what sport can do "intentionally" to address priorities including community building, health promotion, youth engagement, economic revitalization, settlement, citizen participation and conflict resolution.
KINE 4315 Indigenous Health and Physical Cultural Practice	3.0	Existing	Explore and critically analyze current literature and practice pertaining to health, sport, physical activity, and physical cultural practices among diverse Indigenous Peoples and Nations. The course focuses on Indigenous Peoples, Nations, and communities in Canada and the relationships with global communities more broadly. The course critically examines

			colonialism, (de)colonization, self-determination and intersections of land, language, 'race'/ethnicity, sex/gender, ability, and social class as it relates to health, wellbeing, physical activity, and physical cultural practice.
KINE 4480 Critical Policy Studies of Sport, Physical Activity and Health	3.0	Existing	This course explores the practical and pragmatic aspects of critical policy approaches that focus on theories and methodologies associated with policy development, evaluation, analysis, and implementation in the pursuit of equitable, inclusive, and socially just sport, physical activity, physical culture and health.
KINE 4635 Immigration and Culture	3.0	Existing	Examines the history of immigration in Canada, how immigration and diversity have been 'managed,' and the subsequent impact on sport, physical activity, and health promotion experiences and programming. Applies key aspects of immigration management paradigms, ranging from assimilation to multiculturalism; and analyzes how these different approaches to immigration shape health and physical activity experiences.
KINE 4636 Crises of Capitalism	3.0	Existing	Examines crises inherent to, and resultant from, capitalism and their various manifestations in contemporary society as related to health—most immediately, the course engages university- and community-based researchers interrogating (i) the financialization of housing, (ii) climate collapse, (iii) opioid epidemics, and (iv) pandemics to understand health consequences of crises and community-driven responses and calls for action.
KINE 4645 Active Living and Aging	3.0	Existing	Assist students in developing critical insights into the concepts, practices, and promotion strategies of 'active living' and 'active aging,' as well as into the role that 'activity' can have in the optimization of health and wellness in later life among older people. Students will be introduced to, and will think critically about, a broad range of topics, theories, and research studies related to active living and aging. Emphasis is also placed on identifying active living and aging opportunities and exploring the environments in which activity is (or is not) integrated into daily life.

- 4.4** Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the certificate learning outcomes.

Existing modes of delivery will be maintained for the courses identified in the list above. All the courses listed above are delivered in-person, except for KINE 4495 which is a blended course. In-person mode of delivery is appropriate and effective in supporting the certificate learning outcomes, especially understanding key concepts related to social justice (LO #1); barriers and opportunities for equitable, accessible, and inclusive sport, physical activity, and health (LO #2); and principles for ethical community engagement (LO #3). In-person modes of delivery also foster communication, collaboration, and cooperation among students, and provides ample opportunity for feedback from the instructor (LO #5). This in turn helps to foster a sense of community within the classroom.

Various forms of experiential education are offered in the courses listed. Experiential learning is also a critical aspect of this certificate, especially engaging with communities, dialoguing with community partners, reflecting, and evaluating policies and programs being implemented in communities. Such experiences provide opportunities to self-reflect (LO #3), apply theoretical knowledge of social justice and community engagement (LO #4), to collaborate effectively (LO #5) and communicate in different forms to diverse academic and non-academic audiences (LO #6).

5. Admission Requirements

- 5.1** Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

The proposed certificate is open to the following applicants:

1. Current York students in the Kinesiology & Health Science degree program (BA or BSc).
2. Completion of KINE 1001 and KINE 2001 (or equivalent, as approved by CD)

This admission requirement aligns with the certificate learning outcomes, as the certificate requires a good foundation in sociocultural studies in Kinesiology, and in turn meets the prerequisites requirements of all the elective courses required to complete the certificate.

6. Resources

- 6.1** Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

The courses listed in Section 4.3 are taught chiefly by full-time KHS faculty members. Occasionally, senior doctoral students (where/when tickets are available), postdoctoral fellows/visitors, or Unit 2 faculty members teach elective offerings to accommodate a leave (e.g., parental, sabbatical). Moreover, as the expertise of the faculty members outlined below demonstrates, all courses have been developed in such a manner that they can be taught by different instructors where/when required. This supports the KHS' ability to offer the courses consistently over the course of students' undergraduate studies. KINE 1001 and KINE 2001 are required courses for KHS students, whether in the BA or BSc programs, and are offered every year and taught only by full-time KHS faculty members.

In the table below, the courses identified for each faculty member reflect courses they can teach or have already taught at the undergraduate level.

Faculty	Expertise	Courses
Ashley Day	Policy studies; Indigenous worldviews of health and well-being; decolonizing physical education policy and curricula	KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry KINE 2001: Sociocultural Insights and Applications in Kinesiology KINE 3430: Histories of Sport, Physical Activity and Health in Canada KINE 3485: Social and Structural Determinants of Physical Culture and Health KINE 3490: Sport Policy and Politics KINE 4315: Indigenous Health and Physical Cultural Practice KINE 4480: Critical Policy Studies of Sport, Physical Activity and Health KINE 4880: Knowledge-to-Action Capstone
Amanda De Lisio	Sociology of sport; physical culture, policy and sustainable development; sport, health, and urban development in mega-event host cities, women (cis and trans*) in popular economies in the Global South	KINE 3360: Gender and Sexuality in Sport and Health KINE 3620: Sociology of Sport KINE 4636: Crises of Capitalism KINE 4480: Critical Policy Studies of Sport, Physical Activity and Health

		KINE 4880: Knowledge-to-Action Capstone
Tammy George (CLA)	Sociology of sport; critical military studies; militarization and sport; racial violence and mental health; Canadian nationalism and national subjectivities; institutional change	KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry KINE 2001: Sociocultural Insights and Applications in Kinesiology KINE 3360: Gender and Sexuality in Sport and Health KINE 3485: Social and Structural Determinants of Physical Culture and Health KINE 3445: Sport, "Race" and Popular Culture in Canada KINE 4880: Knowledge-to-Action Capstone
Lyndsay Hayhurst	Sociology of sport; sport for development and peace (SDP); gender-based violence and sexual and reproductive health in/through SDP; digital participatory action research; trauma-and violence-informed approaches to SDP; cultural studies of girlhood; postcolonial feminist theory; global governance, international relations and corporate social responsibility; SDP in Indigenous communities; and the gender, sport and environment nexus	KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry KINE 2001: Sociocultural Insights and Applications in Kinesiology KINE 3360: Gender and Sexuality in Sport and Health KINE 3490: Sport Policy and Politics KINE 4310: Sport, Global Development & Transformative Justice KINE 4315: Indigenous Health and Physical Cultural Practice KINE 4480: Critical Policy Studies of Sport, Physical Activity and Health KINE 4880: Knowledge-to-Action Capstone
Yuka Nakamura	Sociology of sport; sport and social inequity; race, gender and class and sport and physical activity; multiculturalism and social inclusion; citizenship; community building	KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry KINE 2001: Sociocultural Insights and Applications in Kinesiology

		<p>KINE 3445: Sport, "Race" and Popular Culture in Canada</p> <p>KINE 3595: Ethics and Relations of Power in Kinesiology and Health</p> <p>KINE 3620: Sociology of Sport</p> <p>KINE 4635: Immigration and Culture</p> <p>KINE 4880: Knowledge-to-Action Capstone</p>
Parissa Safai	Sociology of sport; risk, health and healthcare in sport; social determinants of athletes' health; sport and social inequality	<p>KINE 1001: Sociocultural Foundations in Kinesiology: Tools of Inquiry</p> <p>KINE 2001: Sociocultural Insights and Applications in Kinesiology</p> <p>KINE 2040: Communities in Motion</p> <p>KINE 3360: Gender and Sexuality in Sport and Health</p> <p>KINE 3430: Histories of Sport, Physical Activity and Health in Canada</p> <p>KINE 3485: Social and Structural Determinants of Physical Culture and Health</p> <p>KINE 3490: Sport Policy and Politics</p> <p>KINE 4480: Critical Policy Studies of Sport, Physical Activity and Health</p> <p>KINE 4495: Sports, Medicine, and Risk</p> <p>KINE 4880: Knowledge-to-Action Capstone</p>
Sachil Singh	Medical sociology; critical race studies; algorithmic inequality; socio-cultural history, identity politics, racial discrimination, and surveillance	<p>KINE 3445: Sport, "Race" and Popular Culture in Canada</p> <p>KINE 4635: Immigration and Culture</p>

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.

Dr. Safai and Dr. Hayhurst have equipment available for students to engage in digital and visual participatory research creation activities

- 6.3** Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

Existing classroom space is appropriate and adequate. No new or additional office or teaching space—above and beyond what is already used within the courses listed in 4.3—required.

Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
- from the Vice-President Academic and Provost, if new resources are required to implement and sustain the undergraduate certificate. In such cases the Vice-Provost's statement should speak to the adequacy of the planned resources to support the certificate.
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate certificate, as appropriate

Detailed Curriculum Map

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

Certificate Required (highlighted) and Elective Courses

		Learning Outcomes					
		1. Understand key concepts related to social justice, including but not limited to decolonization, equity, diversity, inclusion, power and privilege, power dynamics, oppression, systemic and structural forms of discrimination, social citizenship, and social entrepreneurship.	2. Describe opportunities for and barriers to equitable, accessible, and inclusive sport, physical activity, and/or health and their implications for advancing social justice and community engagement, particularly for those from underrepresented, under-served, and marginalized communities.	3. Develop knowledge of the principles for ethical community engagement, including consideration of the ethical implications of their actions, engaging in self-reflection, and continuously learning and adapting their approach based on feedback and experiences.	4. Apply theoretical and practical knowledges of social justice and community engagement to co-create, analyze, recommend and/or evaluate strategies that attend to complex social problems through equitable, accessible, and inclusive sport, physical activity, and health practices and opportunities.	5. Collaborate meaningfully with diverse peers and community partners in an ethical, culturally sensitive, and professional manner, recognizing the impact of intersectionality on experiences of oppression, and adapting communication and engagement strategies accordingly.	6. Communicate knowledges in relevant and meaningful ways (e.g., written, oral, audio/visual, or creative formats) for diverse audiences.
Required and Elective Courses (24 credits)							
KINE 1001 3.00 Sociocultural Perspectives in Kinesiology	Level taught (assessed) Assessment methods	I, D (I) 01, 02,10, 11, 13, 14, 21, 22		I, D (D) 01, 02, 03, 10, 12, 13, 14, 15, 19, 22	I, D (D) 01, 02, 07, 10, 12, 13, 14, 19, 22		
KINE 2001 3.00 Sociocultural Perspectives in Kinesiology II	Level taught (assessed) Assessment methods	D (I) 01, 02,10, 11, 13, 14, 21, 22		M (D) 01, 02, 03, 10, 12, 13, 14, 15, 19, 22	D (D) 01, 02, 07, 10, 12, 13, 14, 19, 22		

		Learning Outcomes					
		1. Understand key concepts related to social justice, including but not limited to decolonization, equity, diversity, inclusion, power and privilege, power dynamics, oppression, systemic and structural forms of discrimination, social citizenship, and social entrepreneurship.	2. Describe opportunities for and barriers to equitable, accessible, and inclusive sport, physical activity, and/or health and their implications for advancing social justice and community engagement, particularly for those from underrepresented, under-observed, and marginalized communities.	3. Develop knowledge of the principles for ethical community engagement, including consideration of the ethical implications of their actions, engaging in self-reflection, and continuously learning and adapting their approach based on feedback and experiences.	4. Apply theoretical and practical knowledges of social justice and community engagement to co-create, analyze, recommend and/or evaluate strategies that attend to complex social problems through equitable, accessible, and inclusive sport, physical activity, and health practices and opportunities.	5. Collaborate meaningfully with diverse peers and community partners in an ethical, culturally sensitive, and professional manner, recognizing the impact of intersectionality on experiences of oppression, and adapting communication and engagement strategies accordingly.	6. Communicate knowledges in relevant and meaningful ways (e.g., written, oral, audio/visual, or creative formats) for diverse audiences.
Required and Elective Courses (24 credits)							
KINE 2040 3.00 Communities in Motion: Exploring the Behavioural and Sociocultural Study of Sport and Physical Activity	Level taught (assessed) Assessment methods		I (D) 01, 02, 19	I (D) 01, 02, 19, 23	I (D) 01, 02, 19, 23	I (D) 05, 23	I (D) 02, 05, 19, 23
KINE 3360 3.00 Gender and Sexuality in Sport and Health	Level taught (assessed) Assessment methods	D(D) 01, 02, 19, 23	D (D) 01, 02, 19, 23	I(D) 02			D(D) 01, 19, 23
KINE 3430 3.00 Histories of Sport, Physical Activity and Health in Canada	Level taught (assessed) Assessment methods	D (D) 01, 10, 22	D(D) 01, 10, 22		D (M) 01, 10, 22		D (D) 01, 10, 22
KINE 3485 3.00 Social and Structural Determinants of Physical Culture and Health	Level taught (assessed) Assessment methods		D (D) 01, 19, 22		D (M) 01, 19, 22		D (D) 02, 05
KINE 3445 3.00 Sport, "Race" and Popular Culture in Canada	Level taught (assessed) Assessment methods	D (D) 01, 02, 06, 19, 22	D (M) 01, 02, 06, 19, 22		D (M) 01, 02, 06, 19, 22		D (D) 01, 02, 06, 19
KINE 3490 3.00 Sport Policy and Politics	Level taught (assessed) Assessment methods	D (M) 01, 02, 05, 06, 19,	D (D) 01, 05, 06, 23		D (D) 05, 06, 29, 23		I(D) 01, 23, 19, 23

		Learning Outcomes					
		1. Understand key concepts related to social justice, including but not limited to decolonization, equity, diversity, inclusion, power and privilege, power dynamics, oppression, systemic and structural forms of discrimination, social citizenship, and social entrepreneurship.	2. Describe opportunities for and barriers to equitable, accessible, and inclusive sport, physical activity, and/or health and their implications for advancing social justice and community engagement, particularly for those from underrepresented, under-served, and marginalized communities.	3. Develop knowledge of the principles for ethical community engagement, including consideration of the ethical implications of their actions, engaging in self-reflection, and continuously learning and adapting their approach based on feedback and experiences.	4. Apply theoretical and practical knowledges of social justice and community engagement to co-create, analyze, recommend and/or evaluate strategies that attend to complex social problems through equitable, accessible, and inclusive sport, physical activity, and health practices and opportunities.	5. Collaborate meaningfully with diverse peers and community partners in an ethical, culturally sensitive, and professional manner, recognizing the impact of intersectionality on experiences of oppression, and adapting communication and engagement strategies accordingly.	6. Communicate knowledges in relevant and meaningful ways (e.g., written, oral, audio/visual, or creative formats) for diverse audiences.
Required and Elective Courses (24 credits)							
KINE 3595 Ethics and Relations of Power in Kinesiology and Health	Level taught (assessed) Assessment methods	D (D) 01, 02, 03, 06, 07, 13	D (D) 01, 02, 03, 06, 07, 13	I (D) 03, 13, 22			M (M) 05, 06, 19
KINE 4310 3.00 International Development and Sport	Level taught (assessed) Assessment methods	M (D) 01, 02, 05, 06, 12, 16, 19, 23	M (M) 01, 05, 06, 12, 16, 23	D (D) 01, 02, 05, 06, 12, 19, 23	M (M) 01, 02, 05, 06, 12, 16, 19, 23	M (M) 01, 02, 05, 06, 15	M (M) 05, 16, 19, 23
KINE 4315 3.00 Indigenous Health and Physical Cultural Practice	Level taught (assessed) Assessment methods	D (D) 02, 03, 09, 19, 23	M (M) 02, 03, 09, 23	M (D) 02, 03, 19, 23	D (D) 02, 03, 09, 23	D (D) 02, 03, 09	M (M) 02, 09, 19, 23
KINE 4480 3.00 Critical Policy Studies of Sport, Physical Activity and Health	Level taught (assessed) Assessment methods	I (D) 01, 02, 13, 16, 17, 19, 22	M (D) 01, 02, 03, 05, 06, 19, 22	I (D) 03, 05, 06, 19	D (D) 03, 05, 06, 16, 17, 22	M (M) 02, 05, 06, 16, 17	M (M) 02, 05, 16, 17, 19, 22
KINE 4635 3.00 Immigration and Culture	Level taught (assessed) Assessment methods	M (M) 01, 02, 04, 05, 06, 07, 09, 10, 11, 13, 19, 22	M (M) 01, 02, 04, 05, 06, 07, 09, 10, 11, 13, 19, 22	I (D) 07	I (D) 04, 05, 06, 07		D (D) 01, 02, 05, 19, 23
KINE 4636 3.00 Crises of Capitalism	Level taught (assessed) Assessment methods	M (D) 02, 08, 19, 21	M (D) 08, 21		M (M) 02, 08, 21		M (M) 02, 08, 19, 21
KINE 4645 3.00 Active Living and Ageing	Level taught (assessed) Assessment methods	D (D) 02, 08, 21, 22	I (D) 02, 08, 21, 22		I (D) 02, 08, 21	M (M) 02, 08	M (M) 08, 21

		Learning Outcomes					
		1. Understand key concepts related to social justice, including but not limited to decolonization, equity, diversity, inclusion, power and privilege, power dynamics, oppression, systemic and structural forms of discrimination, social citizenship, and social entrepreneurship.	2. Describe opportunities for and barriers to equitable, accessible, and inclusive sport, physical activity, and/or health and their implications for advancing social justice and community engagement, particularly for those from underrepresented, under-served, and marginalized communities.	3. Develop knowledge of the principles for ethical community engagement, including consideration of the ethical implications of their actions, engaging in self-reflection, and continuously learning and adapting their approach based on feedback and experiences.	4. Apply theoretical and practical knowledges of social justice and community engagement to co-create, analyze, recommend and/or evaluate strategies that attend to complex social problems through equitable, accessible, and inclusive sport, physical activity, and health practices and opportunities.	5. Collaborate meaningfully with diverse peers and community partners in an ethical, culturally sensitive, and professional manner, recognizing the impact of intersectionality on experiences of oppression, and adapting communication and engagement strategies accordingly.	6. Communicate knowledges in relevant and meaningful ways (e.g., written, oral, audio/visual, or creative formats) for diverse audiences.
Required and Elective Courses (24 credits)							
KINE 4XXX 3.00 Knowledge-to-Action Capstone: Community, Physical Culture, and Health	Level taught (assessed) Assessment methods	M (D) 01, 02, 13, 16, 17, 19, 22	M (D) 01, 02, 03, 05, 06, 19, 22	M (D) 03, 05, 06, 19	M (D) 03, 05, 06, 16, 17, 22	M (M) 02, 05, 06, 16, 17	M (M) 02, 05, 16, 17, 19, 22

YORK



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May 30, 2024

**To: Committee for Undergraduate Studies
School of Kinesiology and Health Science**

**Re: Letter of support for certificate in Social Justice and Community Engagement:
Sport, Physical Activity & Health**

To the Members of the Committee for Undergraduate Studies,

Please accept this letter in support of the proposed undergraduate certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health. The proposed certificate addresses several objectives of the Undergraduate Academic Plan (2020-2025) as well as the Faculty of Health's strategic plan (2024-2028); it aligns with strategic directions to advance social justice, bridge the gap between academic learning and practical application, and preparing students to promote sport, physical activity, and health through a social justice and DEDI lens. It will provide students with an opportunity to hone their academic experience and support their career goals and earn a tangible credential to demonstrate their knowledge. The certificate is grounded in experiential learning and principles of DEDI, as well as community-integrated experiences, all of which will help build graduates who are poised to support healthier communities through equitable and inclusive sport and physical activity.

As the certificate includes only existing courses, no additional resource needs are expected. The School of Kinesiology and Health Science has a substantive team of experts in the area of social justice and community engagement as it pertains to sport, physical activity and health, and a stream of courses for students to choose from to achieve their goals in this area. The certificate will strengthen this stream in the School of Kinesiology and Health Science and encourage students to pursue this area of study and contribute more substantively to their communities as agents of change.

Sincerely,

Angelo Belcastro, PhD. F-CSEP
Professor and Chair,
School of Kinesiology & Health Science

School of Kinesiology and
Health Science

FACULTY OF HEALTH

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MEMORANDUM

York University Libraries

To: Dr. Yuka Nakamura, Associate Professor, School of Kinesiology & Health Science, York University

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

Date: March 11th, 2024

Subject: Library Statement of Support – Certificate in Social Justice and Community Engagement

Summary

York University Libraries (YUL) is well positioned to support all courses offered under the Certificate in Social Justice and Community Engagement. Faculty, graduate and undergraduate students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights some offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as kinesiology and sports science, sport policy and development, social sciences, global health and social justice, data and statistics, physical culture(s), and all aspects of sports and physical activity.

Collections

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

- Race relations and social conditions, social evolution and race discrimination, medical sociology, social justice including social determinants of health, topics related to community engagement, equity and sustainability, diversity and inclusion, human rights and gender studies, communication skills, writing and critical thinking and problem solving, and qualitative and quantitative research methodologies among other areas of teaching, learning and research.

All reading material including the books, journals and audio-video resources that will be required for the courses will be made available at York Libraries (print or online) including some as open access resources. Furthermore, the Libraries' Open Scholarship department offers [support to researchers on digital publishing](#), open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through [Omni Interlibrary Loan](#). A selection of electronic collections of particular interest are highlighted below. The [A-Z list](#) on the Libraries' website provides a complete register of electronic offerings. Specific course books, audio-video and related resources can be made available from the Libraries reserve

desk by completing an online request form <https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/places-items-on-reserve/> specifically from this link: reserves.library.yorku.ca

Select eBook Platforms:

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

Select Subject Databases:

- Sport Discus (and many other Ebsco databases)
- PubMed and Medline (Ovid)
- Sociological Abstracts
- PsycInfo (and many other relevant ProQuest databases)
- JSTOR
- Web of Science

Relevant Newspaper/ Magazine Collections:

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

Select Streaming Media:

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

Services

Library Instruction

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

Select Research Guides of Interest:

- [Data & Statistics](#)
- [Social Sciences](#)
- [Kinesiology](#)
- [Nursing](#)
- [Psychology](#)
- [Health Studies & Global Health](#)

Research Help

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

Writing and Project Management Support

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

Accessibility Services

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

<p>Program: Kinesiology & Health Science Degree Program: Please Select Applicable Degree Program Specialized Honours Honours Ordinary (90-credit) Double Major Major/Minor Minor Other: Cross-Disciplinary Certificate in Social Justice and Community Engagement: Sport, Physical Activity & Health Effective Date: fall 2025</p>	
<p>Please note that only those fields applicable to the relevant program need to be completed.</p>	
<p>Current Calendar Copy (Strikethrough items to be removed)</p>	<p>New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)</p>
<p>Admission Requirements</p> <p>Current Students</p>	<p>Admission Requirements</p> <p>Current Students</p> <p><u>1. Current York students in the Kinesiology & Health Science degree program (BA or BSc).</u> <u>2. Completion of HH/KINE 1001 3.00 and HH/KINE 2001 3.00 (or equivalent, as approved by Course Director)</u></p>
<p>Graduation Requirements</p>	<p>Graduation Requirements</p> <p><u>Students must submit an application to graduate from a certificate program. Applications will be obtained from and filed with the academic unit providing oversight for the certificate. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the certificate. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program.</u></p>
<p>Certificate Requirements</p>	<p><u>Certificate Requirements – Required Credits: 24</u></p> <ul style="list-style-type: none"> • <u>Complete all of the following</u> <u>Core socio-cultural KHS (School of Kinesiology and Health Science) courses:</u> <ul style="list-style-type: none"> ○ <u>Completed at least 6 credits from the following types of courses:</u> <u>HH/KINE 1001 3.00 and HH/KINE 2001 3.00 OR KINE1000 6.00</u> <u>Capstone</u> <ul style="list-style-type: none"> ○ <u>Completed at least 3 credits from the following types of courses:</u> <u>HH/KINE 4800 3.00: Knowledge-to-Action Capstone: Community, Physical Culture, and Health;</u>

Completion of an additional 15 credits from the following list of KHS electives, with a minimum 6.00 credits at 4000-level:

○ Complete all of the following

2000, 3000, 4000-level courses

▪ Complete all of the following

▪ Earned at least 9 credits from the following:

- HH/KINE2040 - Communities in Motion: Exploring the Behavioural and Socio-Cultural Study of Sport and Physical Activity (3.00)
- HH/KINE3360 - Gender and Sexuality in Sport and Health (3.00)
- HH/KINE3430 - Canadian Culture and Physical Activity (3.00)
- HH/KINE3490 - Sport Policy and Politics (3.00)
- HH/KINE4310 - International Development and Sport (3.00)
- HH/KINE4315 - Aboriginal Physical Activity and Community Health (3.00)
- HH/KINE4480 - Critical Policy Studies of Sport, Physical Activity and Health (3.00)
- HH/KINE4635 - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00)
- HH/KINE4645 - Active Living and Ageing (3.00)
- HH/KINE4636 - Crises of Capitalism: Health, Sport, and the Political Economy (3.00)
- HH/KINE 3485 3.00 – Social and Structural Determinants of Physical Culture and Health
- HH/KINE 3445 3.00 – Sport, “Race” and Popular Culture in Canada
- HH/KINE 3595 3.00 – Ethics and Relations of Power in Kinesiology and Health

4000-level courses

▪ Earned at least 6 credits from the following:

- HH/KINE4310 - International Development and Sport (3.00)
- HH/KINE4315 - Aboriginal Physical Activity and Community Health (3.00)
- HH/KINE4480 - Critical Policy Studies of Sport, Physical Activity and Health (3.00)

	<ul style="list-style-type: none">▪ <u>HH/KINE4635 - Immigration and Culture: Implications for Sport, Physical Activity and Health (3.00)</u>▪ <u>HH/KINE4645 - Active Living and Ageing (3.00)</u>▪ <u>HH/KINE4636 - Crises of Capitalism: Health, Sport, and the Political Economy (3.00)</u>
Grand Total Credit Count -	Grand Total Credit Count - 24