York University
Detailed Minor Modifications to Existing Programs

TEMPLATE

[Modifications to Existing Programs](#) fall under Section 5 of the York University Quality Assurance Procedures (YUQAP).

Full YUQAP can be found here: https://www.yorku.ca/unit/yuqap/

DETAILED MINOR MODIFICATIONS USUALLY INCLUDE ONE OR MORE OF THE FOLLOWING FEATURES:

- Addition of part-time/full-time program options, or a change from option to the other, where no significant change in resources is required
- *Addition of an optional, standalone work-integrated learning element, e.g., an internship course or similar non-credit element.*
- Substantive changes in admission requirements
- Substantive changes in progression requirements
- Substantial changes to required/core courses for a major/graduate degree that do not rise to the level of a [major modification](#)
- Substantial changes to an existing program option that was previously established through a major modification (i.e., substantial change to a minor, option, certificate, work-integrated learning option, or graduate specialization.)

OTHER [STANDARD MINOR MODIFICATIONS](#) CAN BE UNDERTAKEN THROUGH YOUR FACULTY. THESE USUALLY INCLUDE ONE OR MORE OF THE FOLLOWING FEATURES:

- Calendar copy corrections
- Revisions and/or updates to Program Learning Outcomes (PLOs) that do not change the substance of the PLOs
- Changes program name or nomenclature where there are no changes to PLOs
- Course changes – revisions, additions, deletions, repositioning, resequencing, etc. – where there are no changes to PLOs
- Changes in program requirements or sequencing where less than 1/3 of the program courses are affected
- Minor changes (changes to less than 1/3 of the program) to an existing minor, specialization, option, certificate, or WIL option (i.e., minor change to anything established through a major modification)
- Closure of any degree option, e.g. honours specialization

See the [YUQAP website](#) for further details, resources, and templates.

Detailed Minor Modification Proposal

Faculty: Health

Department: School of Global Health; School of Health Policy and Management; School of Kinesiology and Health Science; Department of Psychology

Program: Global Health; Health Policy, Management & Digital Health; Health Studies; Kinesiology & Health Science; Movement & Health; HH Neuroscience; Psychology

Degree Designation: Bachelor of Arts, Bachelor of Health Studies, and Bachelor of Science (i.e., Specialized Honours, Honours, Honours Double Major, Honours Major/Minor, Honours Minor, 90 credits)

Type of Modification: Addition of an optional, standalone co-operative (co-op) education component

Location *(current campus and, if applicable, proposed)*: Keele

Effective Date: Fall 2025

Approval Date at Faculty Council: TBD

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1. Describe the proposed modifications to the program.

The Faculty of Health (FoH) proposes to add a co-op option to the associated undergraduate programs in the School of Global Health, School of Health Policy and Management, School of Kinesiology and Health Science, and Department of Psychology. The proposed academic structure of the co-op option provides a framework for students to:

- Complete a minimum of 8 months and a maximum of 20 months of paid work
- Engage in at least two work terms (if a student opts for a second work term, it is typically interspersed with at least one term of academic study[1])
- Begin and end with a term of academic study at York

According to the Co-operative Education and Work Integrated Learning Canada (CEWIL), the time spent in work terms will be at least 30% of the time spent in academic study for

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[1] According to CEWIL (2021), *"Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study."*

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programs over 2 years in length[2]. For a 90 or 120-credit undergraduate degree, this reflects a minimum of approx. 324 to 420 hours respectively in each of two 16-week terms (i.e., full-time employment); the actual requirements for the work term are set by the employer. Students do not typically enrol in any other academic courses during a co-op work term (however, a student may enrol in a single 3.00 credit). Positioning this experiential education (EE) opportunity as a proposed *option* does not impact the credit structure or degree requirements of any of the FoH undergraduate degrees.

A new for-credit preparatory elective course is proposed as a prerequisite for the co-op option, to facilitate an interested student's transition to a work term experience; two general co-op work term courses are also proposed (refer to Appendix A). The hours spent in the preparatory course do not contribute to the required co-op hours.

The FoH will collaborate with a centrally supported office at York for its co-op services (e.g., expertise, employer partnerships and job development, administration, program analysis), beginning in the FW 2025-2026 session (if there is a delay in the start-up of a new central support office, alignment of this proposed FoH co-op option would be considered to match with any new central office launch date). Including the co-op option in the academic calendar will facilitate annotation of a student's participation and completion of the program on their academic transcript.

2. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Please indicate deletions as strikethrough text and additions as underlined text in a contrasting colour.

There are no deletions to any of the FoH undergraduate program requirements and calendar copy. Refer to Appendix B.

3.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.[3]

Current FoH undergraduate programs are not being modified. All program learning outcomes (PLOs) for all programs will remain the same. There are no proposed changes to the credit structure or degree requirements of any of the FoH current programs. This proposed co-op learning opportunity will occur outside of academic terms of study. Refer to Appendix C for the current PLOs.

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[2] Co-operative Education and Work Integrated Learning Canada. (2021). https://cewilcanada.ca/CEWIL/Resources/Employer-Community-Partners/Employer-Tool-Kit-Folder/Co-operative-Education.aspx?WebsiteKey=70188082-f13b-461c-8c8d-74e0e6c01c18

[3] Ideally, a program would have 8-12 Program Learning Outcomes (PLOs) that reflect the program and demonstrate how the program meets Ontario's Degree Level Expectations. Support for visioning, defining, and mapping your PLOs can be found in the Office of the Vice Provost Academic.

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Generally, the co-op option will offer an opportunity to meet other competencies that are complementary to all programs, from those described by CEWIL[4] and adapted here, which focus on:

- Employability: contribute meaningfully as productive member of the work environment; gain clarity on career goals; improve competence in practice of the discipline
- Agency: build personal responsibility and capacity for personal growth; define personal strengths and areas for improvement
- Knowledge and skill mobility: integrate classroom knowledge with workplace practices; apply university studies to real-world challenges and opportunities; demonstrate advanced workplace skills
- Life-long learning: develop citizenship and lifelong learning skills; reflect on academic and professional goals; demonstrate professional communication strategies

3.2 Provide a rationale for the proposed changes as articulated through the Program Learning Outcomes.

The proposed co-op option for students in all undergraduate FoH programs will augment opportunities for the application of disciplinary knowledge to real-world contexts and strengthen their ability to achieve PLOs in a meaningful way. These opportunities will occur alongside degree requirement activities and outside of the student's academic terms.

The benefits of the addition of a co-op option in the FoH are like benefits seen in other York Faculties' co-op initiatives and contribute to better outcomes in several areas. Very broadly, these include those prioritized in the new SMA-4 metrics under "Skills and Job Outcomes" and Graduate Employment Rate in a Related Field, Graduation Rate, Graduate Employment Earnings, and Experiential Learning. Moreover, a co-op option in the FoH can support all involved programs to meet the Undergraduate Degree Level Expectation of *Autonomy and Professional Capacity* where students are able to develop the "qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: the exercise of personal responsibility and decision-making; working effectively with others; the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and behaviour consistent with academic integrity and social responsibility."[5]

For these reasons, a minimum of two co-op terms can enhance the achievement of PLOs for students in any FoH program. Providing students with an additional option of

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[4] Drewery, D. (2024, June). *2023 data report: CEWIL Canada.*
[5] Ontario Universities Council on Quality Assurance. (2021). Appendix 2: OCAV's Undergraduate and Graduate Degree Level Expectations. https://oucqa.ca/framework/appendix-2/

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completing one continuous 8-month work experience or other added work terms, can support both students and employers to select the option that best fits their unique needs. Providing interested students with the option to complete a second separate co-op work term experience (i.e., two separate work terms) enables them to build on acquired experience and apply developing academic knowledge over time, rather than in one single term. A two-term co-op structure also provides students an opportunity to work with more than one employer if they choose and/or are able. Distributed earnings from two paid work terms may also assist students to manage funding of their academic studies.

While these and other advantages are recognized, a minimum of a single co-op term and options to extend the experience offer flexibility for a potential co-op student and an employer to consider for work terms that meet their needs.

3.3 How will the proposed modification support the achievement of Program Learning Outcomes?

The proposed co-op option will support all students in achieving current PLOs in a meaningful manner. Refer again to Appendix C for the current PLOs. Requirements for co-op option eligibility, and to apply, are as follows:

- Completion and/or enrollment in 30 credits from an undergraduate degree program at the time of application deadline and registration in the co-op option, via the York central office
    - includes: *HH/COOP 2999 3.00: Preparing for Co-op Work in Health*
- Completion of a minimum of 45 credits before the start of the first co-op work term
- Good standing in enrolled program throughout the co-op experience (i.e., a minimum required GPA of 4.0 on the 9.0 scale or 1.70 on the 4.00 scale).

This eligibility structure has several benefits. It enables **accessibility** of the option for all FoH undergraduate students. Those students in both ordinary and honours degrees will have similar foundational preparation in their respective disciplines at 45 credits and will equally be prepared to access this experiential learning opportunity. It is acknowledged that students are enrolled in 90-credit programs by choice or by designation of their GPA. It is proposed that all who are in 'good standing' in the FoH in their respective programs can access co-op learning that will augment their achievement of PLOs. Students enrolled in a shorter program may particularly benefit from work-integrated learning that increases skill-building, networking, ability to transition to work in health and health related settings, and therefore, employability at graduation.

A proposed option co-op will also support **equity** in program delivery and in students' achievement of PLOs while providing paid opportunities and connections to their disciplinary sector. Many undergraduate students at York often work in minimum wage part or full-time jobs outside of their academic discipline. Students may welcome the

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opportunity for higher paying work related to their field of study[6]. Co-op also provides access to important social capital for students who may not otherwise have access to professional networks through their families or community connections, which is particularly important for York's large community of first-generation students. According to the Student Self-Assessment, 82% of Fall 2024 incoming students reported "to secure a well-paying job" as their central reason for attending university. However, the York Alumni Study (2022) reported that 29% of our alum surveyed felt only slightly prepared or not prepared for their first job after graduation. Co-op is a critical part of closing this gap and there is strong evidence to suggest that the many benefits of co-op are more pronounced for students from equity deserving groups.

The proposed eligibility structure for a co-op option will also support development of graduate attributes of **independence and autonomy** in students who are seeking to gain real-world experience. Although students will equally have resources through a preparatory prerequisite course and via a centrally located co-op office, job-seeking responsibilities (and associated challenges, benefits and outcomes) and workplace performance rest with the student.

4. Describe how students currently enrolled in the program will be accommodated.

No accommodation of current students in any of the FoH programs is required. Because this proposed co-op experience is *optional*, and because it does not impact the approved credit structure or degree requirements in any FoH undergraduate program, students will not require interventional advising or changes to their current degree progression. Current students and new students will have access to the co-op experience through the same mechanisms and processes.

Current students who are interested in participating in the proposed co-op experience and program will self-identify and will receive information and advising support from a centrally located office. The FoH EE Office and faculty members will also promote this proposed option (via word of mouth, website information, email and social media communication, etc.) and direct interested students to the appropriate central resources and pathway. Information will be shared on the FoH website if this proposal is approved, and the co-op option will be marketed to prospective FoH students.

A new preparatory course (refer to Appendix A) is planned for Fall 2025 to support students with an immediate interest in the co-op option and in gaining specific work-related professional skills that will facilitate transition to a work study experience.

Curricula and work term sequencing has been drafted to support students who may participate in the FoH's proposed co-op option (refer to Appendix D for a rough outline). For example, students can apply to register with the York co-op office after 30 credits,

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[6] Note: The average monthly salary for co-op students in Canada is $3400. Source: Peters, J. & Milian R.P. (2024). *Mapping the terrain: A synthesis of recent research and future directions*. CEWIL Canada.

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which will provide them access to a central job board. After completing the first two years of their program (which includes 45 credits, including the prerequisite preparatory course taken as an elective), students may begin a work term in the second summer term (at the earliest) and then return to York to complete their academic studies. A second work term is an option, before finishing the requirements for their program. Students will be advised about the co-op process by a central co-op office, and also by program advisors and/or the FoH's Office of Student and Academic Services about any specific changes to the length of their program depending on the term(s) of the co-op experience. A student's degree requirements will not change, and they will be encouraged to review what is needed to complete their program.

Students meeting the eligibility for the co-op option in the FoH will enrol in the program and pay a co-op enrolment fee (set by the York central co-op office policy, and to align with other students enrolling in co-op in other Faculties). This, in addition to the number of students enrolled in the preparatory course, will signal co-op option uptake and facilitate course planning for the upcoming academic sessions all programs. Course planning will be initiated by FoH academic units during the next Fall 2025 term.

For students who may be unsuccessful in finding or securing a co-op placement, other already available EE opportunities (e.g., practicums) can be explored by the student through their program, and in collaboration with the FoH EE Office.

Available student academic supports and resources will continue to be available in co-op courses. For example, enrolment in the 0.00 credit co-op courses maintain a student's full-time status while on a work term (important so that students continue to be eligible for OSAP, etc.) and houses the learning objectives that will guide the student's co-op experience. The central office will help students with navigating OSAP funding during work terms. And, students who may be unsuccessful in completing a 0.00 credit work term course may have access to the petitions process as in other academic cases where a request to remove a course from the transcript is requested. Note, a 0.00 credit co-op course (pass or fail) taken outside of the student's program requirements will have *no impact* on a student's cGPA or program completion.

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

    Program Process and Structure:
    A key resource that has been identified to the FoH and that is driving the timing of this co-op option proposal is the establishment of a new central office for supporting co-op across the university. It is understood that this new office, with an anticipated launch of Fall 2025, will provide the core administrative functions required to deliver and scale co-op, including strategic employer engagement, student and employer co-op coordination, technical support for the client relationship management system (Orbis/Symplicity), and

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strategic communications. The establishment of this new central administrative team will enable the FoH to introduce a co-op option to all 10, 192[7] of its undergraduate students. While the exact uptake of a co-op option by FoH students is difficult to estimate, it is anticipated that the rate of uptake will be similar to other Faculties where co-op options have been introduced.

It is anticipated that the new central York office will support employer engagement that is required to develop appropriate co-op job opportunities for FoH students and maintain positive relationships with employers over time. The co-op coordination that will be available in the office will support students and employers to move successfully through the experience, navigate a myriad of issues such as international student co-op work permits as applies, OSAP funding, and on-the-job-performance coaching or challenges encountered in the work environment. Dedicated communication support will be provided that is critical for communicating and marketing to multiple audiences (prospective and current students, employers, faculty) and for sharing success stories to help further drive enrolment, employer engagement, and alumni support. All these core functions will be facilitated by a client relationship management system. These central functions would not be possible in the FoH given its current resources.

It is essential to note that the FoH EE Office will continue to fully operate and support the administration of classroom and community-focused EE, and specific work-focused practicums and placements. While co-op will be promoted by the EE Office as a valuable EE option for eligible students, the operationalization of co-op is beyond the scope of what EE coordination can offer at the FoH level. The FoH will not be engaged in managing challenges encountered by students, in their roles as employees in the work environment.

New Co-op Course Supports:
Implementation of a "HH/COOP 2999: Preparing for Co-op Work in Health" elective preparatory course for all FoH students interested in co-op opportunities will be supported through a shared approach by all units. Please refer to Appendix A for course information. It is planned that this new preparatory course will be initially housed in the Department of Psychology and open to all FoH students who plan to participate in the co-op option. FoH units will arrange to assign faculty members to co-teach this course for the first offering in Fall 2025, with opportunities for guest lecturing, that will strengthen meaningful content delivery for students from different disciplines and reduce workload on individuals.

The proposed two non-credit co-op work courses ("HH/COOP 3111 0.00: Co-op Work Term in Health" and "HH/COOP 3222 0.00: Continuing Co-op Work Term in Health") will be supported by an assigned FoH faculty member liaison who will coordinate with the central office to ensure the students' reflection requirements and supervisors/ employers' evaluations are submitted, reviewed and completed in a timely manner. Both HH/COOP 3111 0.00 and HH/COOP 3222 0.00 courses will be evaluated as pass/fail.

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[7] Faculty of Health. (2024). *Healthy world report*. https://www.yorku.ca/health/report-2024/

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Refer to Appendix E for letters/messages of support.

Growing Community Partnerships:
Support of community partnerships and employer alignment/matching with the FoH's participating programs will occur at the central office. The FoH will communicate its program's eligibility criteria to this office and will work with the central office as needed to ensure availability of appropriate community co-op partnerships.

A statement from the Interim Dean of the FoH is included in Appendix E and addresses resource implications.

6. 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.

    Wide consultations have occurred across the FoH, in the following ways:

    - Conversations occurred in October and November 2024 with the Executive Director, Experiential Learning in the Office of the Vice-Provost Teaching & Learning about the availability of central resources to the FoH; the FoH EE Office staff; and FoH Chairs and Directors on November 7.
    - A FoH 'Big Idea' meeting held on November 22 with invitation sent to all academic units Undergraduate Program Directors (UPDs)/designates; EE Office coordinators; Director, Global & Community Partnerships; Director, Strategic Enrolment Management & Program Development; Interim Director, Student Academic Services & Strategic Initiatives; and Executive Director, Experiential Education in the Office of the Vice-Provost Teaching & Learning. There was general interest and agreement in proceeding with a co-op option for the FoH.
    - Formation of Working Group for FoH Co-op met December 10 via Zoom to recommend a sustainable and equitable co-op structure for the FoH, and provide input on a draft proposal for a FoH co-op option and on three HH/COOP new course proposals.

    Refer to Appendix E for letters of support from all participating FoH academic units.

7. For optional work-integrated learning elements (e.g., an optional internship course), please describe the consultation to ensure these elements are in line with best practice for experiential education and York's established other practices in this area. The Office of the Vice Provost, Teaching and Learning can provide further guidance.

    This proposal is specifically focused on a proposed co-op option in the FoH. Given the pan-Faculty approach and the university resources needed to implement this proposal, consultation has occurred across several areas and involved the following:

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- Conversations in October and November 2024 with the Executive Director, Experiential Learning in the Office of the Vice-Provost Teaching & Learning about the availability of resources to the FoH (refer to Appendix F for the support provided throughout the students' co-op journey), and with the FoH EE Office staff.
- Inclusion of those with expertise in academic governance and co-op education requirement (CEWIL) throughout planning: EE Office coordinators; Director, Global & Community Partnerships; Director, Strategic Enrolment Management & Program Development; Interim Director, Student Academic Services & Strategic Initiatives; and Executive Director, Experiential Education in the Office of the Vice-Provost Teaching & Learning.

Please note that there is alignment with CEWIL's guidelines for co-op education, and that the proposal for co-op in FoH is flexible to meet needs of programs, students, community partners as potential employers, and the strategic plans for the university and the FoH. This proposed co-op option in the FoH will not seek co-op accreditation. However, program evaluation, in collaboration with the central office, will monitor the impact of this program for the FoH students.

Appendix A: Three New Course Proposals

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New Course Proposal

Detailed Minor Modification Template
Updated March 2024

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Suggested Resource and Support

- For assistance with process and procedure for new course approval, please contact the [Faculty of Health Governance Team](#).

- For assistance with alignment with academic plans, see your UPD/Chair or AD Learning, Teaching, and Academic Programs

- For assistance with course design, see the eClass site "[Health Curriculum Toolkit](#)" (requires passport York username and password to access).

- For assistance with course design, and teaching and learning activities, please contact Lisa Endersby, Educational Developer, by lendersb@yorku.ca.

- For assistance with designing and developing experiential education activities, contact the EE Coordinator (eehealth@yorku.ca)

- For assistance with the application of technology-enhanced learning, please contact the Faculty of Health e-learning specialist at [Learning Technology Services](#).

- For assistance with integrating Indigenous content, please contact the Indigenous Council Ruth Koleszar-Green (ruthkg@yorku.ca) or Sean Hillier (shillier@yorku.ca).

- For assistance with questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.

- For assistance with determining student resources, refer to the Library and Learning Commons resources:
  - [SPARK (Student Papers & Academic Research Kit)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.

- 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.

Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning, Teaching & Academic Programs
Reviewed information provided on the eClass course at [Health Curriculum Toolkit](#)	

School/Department: School of Health Policy and Management

Course Rubric and Number: HH/COOP 2999

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

Effective Session: F25
(e.g. Fall 2021, F/W 2024-25)

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

Preparing for Co-op Work in Health and Health-related Environments

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

Preparing for Co-op Work in Health

Brief Course Description: *For editorial consistency, start the description with an active **verb in the present tense**, e.g., "Analyzes the nature and extent of...,"*

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English. Maximum 60 words.

Builds professional skills for transitioning to employment in health or health-related work environments. Students develop job search strategies, cover letter and resumé writing skills, interviewing techniques and communication that support success in finding employment. Functioning independently and in teams, embracing problem-solving and innovation, practicing ethically with integrity, self-reflecting and life-long learning provide the context for exploring work-life balance.

List course(s) where applicable:

Prerequisites:	None
Corequisites:	None
Cross-listed to:	
Course Credit Exclusions*:	
Integration:**	

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

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

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

Open to:	All students in the Faculty of Health
Not open to:	
Notes:	This course is intended to specifically prepare students for a co-op work term.

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

Section A - Course Rationale:

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

> This course will provide supports for students' preparation and development of work skills and for a co-operative education experience in health and health-related environments. With a focus on skill development in gaining employment and staying employed, this course content serves to complement specific learning in the health-related disciplines and is situated in students' understanding of challenging social and structural health determinants. Other Faculties' co-op preparatory courses do not focus on ethical professional practices and preparing to work in complex health or health-related environments.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at https://www.yorku.ca/unsdgs/), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

Alignment with Unit and/or Faculty Plan	As a pan-Faculty of Health course, this course supports the Faculty-wide strategic plan of Building a Healthy World for All by enhancing learners' opportunity and capacity to succeed in their education through greater access, meaningful community engagement and experiential and work-integrated learning (Student Engagement and Impact). Additionally, it strengthens ethical, respectful, collaborative, and reciprocal relations with governments, health organizations, community groups who may partner in this co-op activity (Partnering for Positive Change). This proposal is in clear alignment with these directives.
Alignment with University Academic Plan (UAP)	The proposed program and this associated course fits with the UAP in its description of 21st Century Learning. Co-op diversifies what and how we teach, and equips students with the knowledge, transferrable skills, and values to navigate employment. It helps move students from Access to Success in supporting students from all backgrounds to realize their full potentials.
Alignment with SDG(s) (only as applies)	The SDG of Quality Education is embedded in this proposed optional course in Health and provides a chance for access for all, along all educational levels, and ensuring relevant skills for sustainable development and financial success.

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.

> There are no other co-op preparatory courses offered in Health. An upper year course, HH/GH 4600 3.0: Practicum Professionalization Seminar, is currently offered by the School of Global Health; however, it does not cover crucial content required to prepare students for paid employment (job searching, cover letter and resume writing, interviewing, etc.) and was assessed as not having sufficient overlap. Co-op preparatory courses offered in other Faculties (Science, Environmental and Urban Change) do not cover behaviours and skills in health and health-related environments such as ethics, privacy and confidentiality, and interprofessional collaboration to this extent.

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

> 75-95

Section B - Course Structure:

1. **Mode of Delivery**: Is this course (Please select one with "X"):

	LECT (fully face to face)
x	**BLEN (blended)** – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities" (Garrison, Vaughn, 2008).

X	**ONLN (online)** – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means "no in-person component, exams and testing will be online".
	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
	Other (please describe):
	Indicate if this course is designed to include **Community-focused** or **Work-focused experiential education**.

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

> 36 Hours

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

   b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

   c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

> a) In a blended format, approx. 50% of the course would be delivered online.
>
> b) Approximately half of the online delivery would be synchronous, and half would be asynchronous. Asynchronous class weeks would require 3-4 hours of preparation and engagement in weekly activities.
>
> c) Students participate in discussion forums (watch and respond to videos or other interactive materials related to the learning outcomes), online quizzes and receive feedback from peers and instructors on their work and contributions.

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

> Once per year, in the fall term.

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

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

> N/A

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

> Lynda van Dreumel, Karin Page-Cutrara, Brad Meisner, Lesley Zannella, Jodi Martin, Alisha Salerno

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

> Faculty members from a variety of Faculty of Health units can contribute to this course. Please refer to the relevant Appendices for messages of support.

Section C - Course Design Information:

This section requires descriptions of the course, its design, constructive alignment, teaching activities, assessment methods, and any experiential education opportunities, technology enhanced learning and universal design for learning.

- **Experiential Education (EE)** remains a top priority for York University and the Faculty of Health and facilitates opportunities for structured, critical reflection (e.g. using polling, exit card, journal entry). Course directors can integrate EE into their course where possible, but some EE activities may not be feasible in every course. Go to https://health.yorku.ca/experiential-education/faculty/ and https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP_TL-EE_Booklet-r3.pdf to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.

- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like eClass, use of polling and other in class technology e.g., see https://www.yorku.ca/uit/student-services/technology-used-in-courses/) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to https://lts.info.yorku.ca/health/.

- Incorporating the **UN SDGs** facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to https://www.yorku.ca/unsdgs/toolkit/ for options to embed any of the 17 goals in course design.

- **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, can be found at: https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food_for_Thought-03-Universal-Design-for-Learning.pdf and on the Teaching Commons website.

1. **Course Topics/Theories:**

List the key topic areas taught in this course.

Networking Professional communication Interview preparation and follow up Resume and cover letter writing Workplace readiness Career exploration Goal setting and reflection Cultural competency and cultural safety Self-regulation and self-awareness Situational awareness Conflict management Time management and prioritization Resilience and empathy Job searching Ethics, privacy, confidentiality

2. **Indigenous Knowledge:**

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		**x**
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		**x**
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		**x**
• If Yes to at least *one of the questions above*, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course:		
Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education? If Yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education:		**x**

3. Course Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes with single, measurable, active verbs (do not use 'understand', 'appreciate', 'acquire knowledge of', etc.):
Students will be able to:
- correctly **identify** the brain's major components and gross functional areas.
- accurately **describe** the factors that impact healthy aging.
- critically **analyze** an academic journal article for 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 course learning outcomes in the section below (for a 3.00 credit course, for instance, there should be 4-6; for a 6.00 credit course, 8-12 [but less than 8 may be appropriate for some courses]):

After completing this course, students will be able to:
1. Develop communication and reflection skills through the creation a professional e-portfolio that highlights relevant competencies and experiences for potential cooperative work placements.
2. Prepare specific and relevant responses to job interview questions, including behavioural and technical questions related to job placements of interest.
3. Identify appropriate workplace behaviours that reflect professional ethics, collaboration and teamwork, and conflict resolution skills needed in the workplace and in health-related sectors.
4. Set achievable goals for personal development and establishment of professional networks.
5. Demonstrate effective written and oral communication skills tailored to professional workplace settings.
6. Integrate diverse cultural perspectives through a self-reflective stance in safe and respectful workplace practices in health-related settings.

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4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes?

To identify course learning activities that will help students achieve intended learning outcomes, consider:
- 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 eClass)
- Active learning strategies (e.g. think, pair, share; structured debates)

- Wikis (contribute to and curate collaborative content)
- EE - Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE - Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

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

Lecture/pre-recorded modules; Role play; In-class discussions; Guest speakers; In class activities

5. Assessment and Evaluation Strategies:

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

This course will feature Mastery grading to focus on student's improvement over time and meeting competence standards for the final assessment, the e-portfolio. See appendix for more information about Mastery grading criteria.

Assessment	Percentage (%) of Final Grade	Evaluated Course Learning Outcome(s)
Engagement Points (activities that highlight skills for communication, teamwork, and reflection)	50%	1 – 6, inclusive
Final e-portfolio 1.0	50%*	1, 2, 4, & 5
Final e-portfolio 2.0 **(Optional if students want to increase their grade)**	50%* *The higher mark from Final e-portfolio 1.0 or Final e-portfolio 2.0 is used, worth 50%	1, 2, 4, & 5

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

N/A

6. Formative Feedback

Feedback to students during the course is not always graded. Formative feedback helps the students and instructor identify progress towards the course learning outcomes by providing ongoing, low stakes evaluation 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 (not graded) 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.

This course will feature mastery grading such that students can complete each element of their final submission (ePortfolio 1.0) throughout the term to earn engagement points. Students will receive detailed feedback on each submitted component before having to submit their final ePortfolio for grading. An additional opportunity to improve performance on the ePortfolio 1.0 will also be provided for those students wishing to further act on feedback to ePortfolio 1.0 by submitting ePortfolio 2.0 and further improve their output and/or performance on the included components. Two peer review workshops will also be held throughout the term (after the first 4 weeks, after the last 4 weeks) for students to work in pairs to provide feedback to each other on ePortfolio components. This provides an additional opportunity for feedback and peer-to-peer learning and support.

Section D - Constructive Alignment and Learning Supports

This section shows the connections between course learning outcomes (C3), teaching and learning activities (C4), and assessment/evaluation strategies (C5) that have been identified.

In the **summary table below**, for each teaching and learning activity, please i) identify the course learning outcome it will help the students achieve and ii) if it will be formally graded. 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.

Teaching and Learning Activity	Which course learning outcome/s will this activity help the student achieve?	Will this activity be formally graded? (Y/N) *A detailed description of assessment and evaluation strategies will be provided in the next section.*	For EE Activities Only	
			How will students reflect on this activity?	Corresponding EE Strategy **1-** Classroom Focused **2-** Community Focused **3-** Work Focused
Lecture/pre-recorded modules	1, 2, 3, 4, 5, 6	N		
Role play (e.g., workplace conflict, problem-solving roleplay, mock interview practice)	2, 3, 5	Y (reflections)	Brief 1 – minute reflections will be completed by students to connect role-play activity with course learnings	1
In-class discussions	1, 2, 3, 4, 5, 6	N		
Guest speakers (e.g., from Career Centre, alumni working in related fields)	1, 2, 3, 4, 6	Y (reflections)	Brief 1 – minute reflections will be completed by students to connect role-play activity with course learnings	1
In class activities (e.g., workplace communication simulation, mock recruitment activity, resume relay)	2, 3, 4, 5, 6	Y (reflections)	Brief 1 – minute reflections will be completed by students to connect role-play activity with course learnings	1

1. EE Integration
   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

2. Learning/Teaching with Technology:
   a)   How are learning or teaching technologies incorporated into the course?

This course will use eClass as a platform to communicate course content and materials.

   b)   If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

c) If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

N/A

3. Bibliography:

a) 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.).

Online resources will be used to supplement course information:

Ashman, M. (2018). Introduction to professional communication. BCCampus
Open Education. https://pressbooks.bccampus.ca/professionalcomms/

Niagara College. (2018). Work Integrated Learning: The Fundamentals. Work Integrated Learning Open Module Initiative. Retrieved from https://www.niagaracollege.ca/cae/wil/fundamentals/

Niagara College. (2018). Job Search Skills. Work Integrated Learning Open Module Initiative. Retrieved from https://www.niagaracollege.ca/cae/wil/jobsearch/

Niagara College. (2018). Interview Skills. Work Integrated Learning Open Module Initiative. Retrieved from https://www.niagaracollege.ca/cae/wil/interviewskills/

Niagara College. (2018). Interpersonal Expectations and Competencies. Work Integrated Learning Open Module Initiative. Retrieved from https://www.niagaracollege.ca/cae/wil/interpersonalskills/

Niagara College. (2018). Research and Business Communication Skills. Work Integrated Learning Open Module Initiative. Retrieved from https://www.niagaracollege.ca/cae/wil/communicationskills/

Niagara College. (2018). Your Professional Future. Work Integrated Learning Open Module Initiative. Retrieved from https://www.niagaracollege.ca/cae/wil/professionalfuture/

Nielson, D., Ballantyne, E., Murad, F., & Fournier, M. (2022). *Getting ready for work-integrated learning.* BCCampus Open Education. https://opentextbc.ca/workintegratedlearning/

PHIPA resources (online)

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

Loney, E. et al. (2022). Student Preparation Modules for Experiential Learning. University of Toronto Scarborough.
https://openlibrary.ecampusontario.ca/item-details/#/51fcad88-51b5-456a-b8e5-9872a25b7c1b?k=co-op&itemTypes=6&itemTypes=12&sortCol=1&nextPage=true&page=5

York Career Centre: https://careers.yorku.ca/

c) 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, provide a rationale.

N/A

Section E - Resource Requirements:

This section may require consultation with the unit Chair/Director and Operations Manager:

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

N/A

2. **Classroom Space:**
   Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WiFi to support students with bringing their own device).

N/A

3. **Teaching Support:**

	YES	NO
a) Does the course delivery require enhanced technical support? (e.g. lab technician; UIT support). If yes, specify:		X

	YES	NO
b) Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:		X

	YES	NO
c) Does the course require marker/grader, teaching assistant, lab demonstrator etc. support *above those normally allocated by the department/school* offering the courses? If yes, specify why and for what duties/tasks the *extra* support is needed:		X

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

	YES	NO
o Will the instructor need to travel to visit the off-campus community partner(s)?		X
o Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:		X

   o Is the placement intended to be domestic or international, or both?
   - ▪ Domestic ☐
   - ▪ International ☐
   - ▪ Both ☐

	YES	NO
e) If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:		X

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

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

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

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

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

Memo

To:	Professor Jodi Martin, Undergraduate Program Director, Psychology
From:	Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date:	19 December 2024
Subject:	Library Statement for **HH/COOP 2999 Preparing for Co-op Work in Health**

Although this course comes equipped with online resources to support students, York University Libraries are well positioned to support faculty and students who can make use of an array of library resources and services beyond the listed readings in the bibliography.

Library personnel continually select materials that reflect new courses taught at York, as well as research and publishing trends. Any gaps in materials from reading lists supplied for proposed courses are addressed in a timely manner. The libraries have additional holdings related to the course in areas such as *professional skills building; job searching skills; interview skills; written and oral communication skills, professional ethics in health care*, to name a few.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. For example, Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly.

Research Guides
Students can make use of the Libraries' research guides, covering various subject and other areas that might be of interest such as the *Academic Writing* guide:
https://researchguides.library.yorku.ca/

Research Help
Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.
https://www.library.yorku.ca/web/ask-services/

New Course Proposal

Suggested Resource and Support

- For assistance with process and procedure for new course approval, please contact the [Faculty of Health Governance Team](#).

- For assistance with alignment with academic plans, see your UPD/Chair or AD Learning, Teaching, and Academic Programs

- For assistance with course design, see the eClass site "[Health Curriculum Toolkit](#)" (requires passport York username and password to access).

- For assistance with course design, and teaching and learning activities, please contact Lisa Endersby, Educational Developer, by lendersb@yorku.ca.

- For assistance with designing and developing experiential education activities, contact the EE Coordinator (eehealth@yorku.ca)

- For assistance with the application of technology-enhanced learning, please contact the Faculty of Health e-learning specialist at [Learning Technology Services](#).

- For assistance with integrating Indigenous content, please contact the Indigenous Council Ruth Koleszar-Green (ruthkg@yorku.ca) or Sean Hillier (shillier@yorku.ca).

- For assistance with questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.

- For assistance with determining student resources, refer to the Library and Learning Commons resources:
  - [SPARK (Student Papers & Academic Research Kit)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.

- 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.

Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning, Teaching & Academic Programs
Reviewed information provided on the eClass course at [Health Curriculum Toolkit](#)	

New Course Proposal Form

School/Department: Health

Course Rubric and Number: HH/COOP 3111

Credit Weight: 0.00 (e.g. 3.00, 6.00)   **Effective Session:** SU 26 (e.g. Fall 2021, F/W 2024-25)

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

Co-op Work Term in Health

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

Co-op Work Term in Health

Brief Course Description: *For editorial consistency, start the description with an active **verb in the present tense**, e.g., "Analyzes the nature and extent of...,"*

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English. Maximum 60 words.

Introduces professional employment opportunities in the context of health or health related work settings. Students reflect on the application of program learning during a co-operative work experience and actively participate in employer-assigned workplace activities and projects. A self-assessment and employer feedback comprise a performance evaluation. Students enrolled in the York co-operative program complete a minimum of 420 hours of paid work.

List course(s) where applicable:

Prerequisites:	HH/COOP 2999 3.00 Preparing for Co-op Work in Health
Corequisites:	None
Cross-listed to:	
Course Credit Exclusions*:	
Integration:**	

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

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

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

Open to:	Faculty of Health students in good standing and enrolled in the York co-operative program
Not open to:	
Notes:	

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

Section A - Course Rationale:

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

> Provides evidence of formal participation in the Faculty of Health/York co-operative program, in collaboration with the York co-operative support office. No other course exists in the Faculty to support this paid work activity. It clarifies that the work term is not-for-credit and that the course requires completion of approx. 420 hours, determined by the employer. This course is required for the first work term experience.
>
> Along with a co-op preparatory course, this proposed course facilitates students' integration of a co-op option alongside their academic program.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at https://www.yorku.ca/unsdgs/), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

Alignment with Unit and/or Faculty Plan	As a pan-Faculty of Health course, this course supports the Faculty-wide strategic plan of Building a Healthy World for All by enhancing learners' opportunity and capacity to succeed in their education through greater access, meaningful community engagement and experiential and work-integrated learning (Student Engagement and Impact). Additionally, it strengthens ethical, respectful, collaborative, and reciprocal relations with governments, health organizations, community groups who may partner in this co-op activity (Partnering for Positive Change). This proposal is in clear alignment with these directives.
Alignment with University Academic Plan	The proposed co-op option and this associated course fits with the UAP in its description of 21st Century Learning. Co-op diversifies what and how we teach, and equips students with the knowledge, transferrable skills, and values to navigate employment. It helps move students from Access to Success in supporting students from all backgrounds to realize their full potential.
Alignment with SDG(s) (only as applies)	The SDG of Quality Education is embedded in this proposed optional course in Health and provides a chance for access for all, along all educational levels, and ensuring relevant skills for sustainable development and financial success.

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

> This proposed course complements the co-operative preparatory course (prerequisite) and describes course learning outcomes for this paid work term experience. There is no overlap with any other courses in the Faculty of Health.

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

> 75

Section B - Course Structure:

1. **Mode of Delivery**: Is this course (Please select one with "X"):

LECT (fully face to face)	
BLEN (blended) – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities" (Garrison, Vaughn, 2008).	

	ONLN (online) – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means "no in-person component, exams and testing will be online".
	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
	Other (please describe):
X	Indicate if this course is designed to include **Community-focused** or **Work-focused experiential education**.

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

> Minimum of 420 paid work hours for the co-op option; however, the terms of hours, weeks, etc., are defined by the employer participating in the co-op experience.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

   b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

   c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

> N/A

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

> Mounted F, W or SU; enrolment related to a student's ability to secure a co-operative placement.

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

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

> N/A

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

> TBD; can be covered by any faculty member to review completion of final report.

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

> No

Section C - Course Design Information:

This section requires descriptions of the course, its design, constructive alignment, teaching activities, assessment methods, and any experiential education opportunities, technology enhanced learning and universal design for learning.

- **Experiential Education (EE)** remains a top priority for York University and the Faculty of Health and facilitates opportunities for structured, critical reflection (e.g. using polling, exit card, journal entry). Course directors can integrate EE into their course where possible, but some EE activities may not be feasible in every course. Go to

https://health.yorku.ca/experiential-education/faculty/ and https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP_TL-EE_Booklet-r3.pdf to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.

- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like eClass, use of polling and other in class technology e.g., see https://www.yorku.ca/uit/student-services/technology-used-in-courses/) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to https://lts.info.yorku.ca/health/.

- Incorporating the **UN SDGs** facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to https://www.yorku.ca/unsdgs/toolkit/ for options to embed any of the 17 goals in course design.

- **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, can be found at: https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food_for_Thought-03-Universal-Design-for-Learning.pdf and on the Teaching Commons website.

1. **Course Topics/Theories**

List the key topic areas taught in this course.

Dependent on nature of placement and disciplinary context. For example: Teamwork and collaboration Decision-making Professional behaviour and communication Time-management Goal-setting Measurement of outcomes and mechanisms for improvement Self-reflection

2. **Indigenous Knowledge**

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		X
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		X
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		X
• If Yes to at least *one of the questions above*, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course:		
Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education? If Yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education:		X

*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

3. **Course Learning Outcomes:**

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes with single, measurable, active verbs (do not use 'understand', 'appreciate', 'acquire knowledge of', etc.):
Students will be able to:
- correctly **identify** the brain's major components and gross functional areas.
- accurately **describe** the factors that impact healthy aging.

- critically **analyze** an academic journal article for 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 course learning outcomes in the section below (for a 3.00 credit course, for instance, there should be 4-6; for a 6.00 credit course, 8-12 [but less than 8 may be appropriate for some courses]):

After completing this course, students will be able to:
1. Collaborate with team members on identified projects in the context of the health or health related environment.
2. Communicate professionally using inclusive strategies and evidence-informed decision-making.
3. Set clear goals using appropriate needs assessment strategies in health settings.
4. Analyze outcomes of work activities in terms of employer expectations and intended deliverables.
5. Reflect on personal and work-related improvements that can be applied in future experiences.

---

4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes?

To identify course learning activities that will help students achieve intended learning outcomes, consider:
- 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 eClass)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- EE - Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE - Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

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

Dependent on the nature of the paid placement and the requirements set by the employer.

---

5. Assessment and Evaluation Strategies:

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

Assessment/Evaluation Strategy	Percentage (%) of Final Grade	Evaluated Course

		Learning Outcome(s)
Log/documentation of negotiated hours	Complete/Not complete	Met minimum negotiated hours (minimum for co-op option completion is 420 hours) Pass/Fail
Self-assessment of achievement of learning plan goals and employer feedback report (CLO 1-5)	Complete/Not complete	Acceptable performance as described by the employer and verified by York liaison/faculty member Pass/Fail

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

N/A

6. Formative Feedback

Feedback to students during the course is not always graded. Formative feedback helps the students and instructor identify progress towards the course learning outcomes by providing ongoing, low stakes evaluation 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 (not graded) 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.

Dependent on the nature of the paid placement, discipline, and the requirements set by the employer. Students have the opportunity to check in with York's central co-op office and a York liaison/faculty member.

Section D - Constructive Alignment and Learning Supports

This section shows the connections between course learning outcomes (C3), teaching and learning activities (C4), and assessment/evaluation strategies (C5) that have been identified.

In the **summary table below**, for each teaching and learning activity, please i) identify the course learning outcome it will help the students achieve and ii) if it will be formally graded. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

For EE Activities Only

Teaching and Learning Activity	Which course learning outcome/s will this activity help the student achieve?	Will this activity be formally graded? (Y/N) *A detailed description of assessment and evaluation strategies will be provided in the next section.*	How will students reflect on this activity?	Corresponding EE Strategy **3-** Classroom Focused **4-** Community Focused **3-** Work Focused
Vary depending on the nature of the co-op placement, discipline and requirements set by the employer	1-5	Y	*Learning plan and self-assessment*	3

1. EE Integration

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

2. Learning/Teaching with Technology:
 d) How are learning or teaching technologies incorporated into the course?

Varies depending on placement.

 e) If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

 f) If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

N/A. This is a co-op experience.

3. Bibliography:
 d) 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.).

Resources from HH/COOP 2999 3.00 are available to students. The York central co-op office will provide other resources to students as required.

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

N/A. Employer and discipline specific.

 f) 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, provide a rationale.

N/A

Section E - Resource Requirements:

This section may require consultation with the unit Chair/Director and Operations Manager:

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

N/A

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

N/A

3. Teaching Support:

	YES	NO
f) Does the course delivery require enhanced technical support? (e.g. lab technician; UIT support). If yes, specify:		X

	YES	NO
g) Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:		X

	YES	NO
h) Does the course require marker/grader, teaching assistant, lab demonstrator etc. support *above those normally allocated by the department/school* offering the courses? If yes, specify why and for what duties/tasks the *extra* support is needed:		X

i) If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:	YES	NO
o Will the instructor need to travel to visit the off-campus community partner(s)?		X

o Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:
    ▪ The York central co-op office will provide co-op placement support and administration for this Faculty of Health co-op option and its participating students.
    ▪ Fees apply for registering in the co-op option.
	X	

o Is the placement intended to be domestic or international, or both?
    ▪ Domestic ☒
    ▪ International ☐
    ▪ Both ☐		

	YES	NO
j) If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:		X

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

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

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

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

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

Revised August 2024

Memo

To:	Professor Jodi Martin, Undergraduate Program Director, Psychology
From:	Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date:	19 December 2024
Subject:	Library Statement for **HH/COOP 3111 Co-op Work Term in Health**

This course is already supported by library resources available for the *HH/COOP 2999 Preparing for Co-op Work in Health* course. As well, York University Libraries have additional holdings related to the course in areas such as *workplace decision making, time management skills, workplace communication skills,* to name a few.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. For example, Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly.

Research Guides
Students can make use of the Libraries' research guides, covering various subject and other areas that might be of interest such as the *Academic Writing* guide, with a section on *Reflective Writing*:
https://researchguides.library.yorku.ca/

Research Help
Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.
https://www.library.yorku.ca/web/ask-services/

- For assistance with process and procedure for new course approval, please contact the [Faculty of Health Governance Team](#).

- For assistance with alignment with academic plans, see your UPD/Chair or AD Learning, Teaching, and Academic Programs

- For assistance with course design, see the eClass site "[Health Curriculum Toolkit](#)" (requires passport York username and password to access).

- For assistance with course design, and teaching and learning activities, please contact Lisa Endersby, Educational Developer, by lendersb@yorku.ca.

- For assistance with designing and developing experiential education activities, contact the EE Coordinator (eehealth@yorku.ca)

- For assistance with the application of technology-enhanced learning, please contact the Faculty of Health e-learning specialist at [Learning Technology Services](#).

- For assistance with integrating Indigenous content, please contact the Indigenous Council Ruth Koleszar-Green (ruthkg@yorku.ca) or Sean Hillier (shillier@yorku.ca).

- For assistance with questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.

- For assistance with determining student resources, refer to the Library and Learning Commons resources:
  - [SPARK (Student Papers & Academic Research Kit)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

Approval Process
- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.

- 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.

Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning, Teaching & Academic Programs

Reviewed information provided on the eClass course at [Health Curriculum Toolkit](#)

New Course Proposal Form

School/Department: Health

Course Rubric and Number: HH/COOP 3222

Credit Weight: 0.00 *(e.g. 3.00, 6.00)* **Effective Session:** F26 *(e.g. Fall 2021, F/W 2024-25)*

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

Continuing Co-op Work Term in Health

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

Continuing Co-op Work Term in Health

Brief Course Description: *For editorial consistency, start the description with an active **verb in the present tense**, e.g., "Analyzes the nature and extent of...,"*

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English. Maximum 60 words.

Provides continued professional employment opportunities in the context of health or health-related environments. Students further apply program learning during a co-operative work experience and actively participate in employer-assigned workplace activities and projects. A reflective self-assessment and employer feedback comprise a performance evaluation. Students enrolled in a York co-operative work term complete approx. 420 hours of paid work.

List course(s) where applicable:

Prerequisites:	HH/COOP 3111 Continuing Co-op Work Term in Health
Corequisites:	None
Cross-listed to:	
Course Credit Exclusions*:	
Integration:**	

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

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

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

Open to:	Faculty of Health students in good standing and enrolled in the York co-operative program
Not open to:	
Notes:	

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

Section A - Course Rationale:

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

Provides evidence of formal continued participation in the Faculty of Health/York co-operative program, in collaboration with the York co-operative support office. No other course exists in the Faculty to support this paid work activity. It clarifies that the work term is not-for-credit and that the course requires completion of approx. 420 hours. This course is required for a second work term experience.

Along with other co-op courses in Health, this proposed course facilitates students' integration of a co-op option alongside their academic program.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at https://www.yorku.ca/unsdgs/), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

Alignment with Unit and/or Faculty Plan	As a pan-Faculty of Health course, this course supports the Faculty-wide strategic plan of Building a Healthy World for All by enhancing learners' opportunity and capacity to succeed in their education through greater access, meaningful community engagement and experiential and work-integrated learning (Student Engagement and Impact). Additionally, it strengthens ethical, respectful, collaborative, and reciprocal relations with governments, health organizations, community groups who may partner in this co-op activity (Partnering for Positive Change). This proposal is in clear alignment with these directives.
Alignment with University Academic Plan	The proposed program and this associated course fits with the UAP in its description of 21st Century Learning. Co-op diversifies what and how we teach, and equips students with the knowledge, transferrable skills, and values to navigate employment. It helps move students from Access to Success in supporting students from all backgrounds to realize their full potentials.
Alignment with SDG(s) (only as applies)	The SDG of Quality Education is embedded in this proposed optional course in Health and provides a chance for access for all, along all educational levels, and ensuring relevant skills for sustainable development and financial success.

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

This proposed course complements the co-operative preparatory course (prerequisite) and extends work integrated learning opportunities from a first work term experience. It enables students to participate in a second distinct co-op term and describes course learning outcomes for this paid work term experience. There is no overlap with any other courses in the Faculty of Health.

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

75

Section B - Course Structure:

1. **Mode of Delivery**: Is this course (Please select one with "X"):

	LECT (fully face to face)
	BLEN (blended) – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities" (Garrison, Vaughn, 2008).

	ONLN (online) – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means "no in-person component, exams and testing will be online".
	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
	Other (please describe):
X	Indicate if this course is designed to include **Community-focused** or **Work-focused experiential education**.

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

> Minimum of 420 paid work hours for the co-op option; however, the terms of hours, weeks, etc., are defined by the employer participating in the co-op experience.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

   b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

   c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

> N/A

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

> Mounted F, W or SU; enrolment related to a student's ability to secure a co-operative placement.

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

	YES	NO
	X	

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

> N/A

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

> TBD; can be covered by any faculty member to review completion of final report.

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

> No

Section C - Course Design Information:

This section requires descriptions of the course, its design, constructive alignment, teaching activities, assessment methods, and any experiential education opportunities, technology enhanced learning and universal design for learning.

- **Experiential Education (EE)** remains a top priority for York University and the Faculty of Health and facilitates opportunities for structured, critical reflection (e.g. using polling, exit card, journal entry). Course

directors can integrate EE into their course where possible, but some EE activities may not be feasible in every course. Go to https://health.yorku.ca/experiential-education/faculty/ and https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP_TL-EE_Booklet-r3.pdf to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.

- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like eClass, use of polling and other in class technology e.g., see https://www.yorku.ca/uit/student-services/technology-used-in-courses/) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to https://lts.info.yorku.ca/health/.

- Incorporating the **UN SDGs** facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to https://www.yorku.ca/unsdgs/toolkit/ for options to embed any of the 17 goals in course design.

- **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, can be found at: https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food_for_Thought-03-Universal-Design-for-Learning.pdf and on the Teaching Commons website.

1. **Course Topics/Theories**

List the key topic areas taught in this course.

> **Dependent on nature of placement and disciplinary context.**
> For example:
> Teamwork and collaboration
> Decision-making
> Professional behaviour and communication
> Time-management
> Goal-setting
> Measurement of outcomes and mechanisms for improvement
> Self-reflection

2. **Indigenous Knowledge**

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		X
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		X
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		X
• If Yes to at least *one of the questions above*, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course:		
Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education? If Yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education:		X

*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

3. **Course Learning Outcomes:**

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to

perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes with single, measurable, active verbs (do not use 'understand', 'appreciate', 'acquire knowledge of', etc.):
Students will be able to:

- correctly **identify** the brain's major components and gross functional areas.
- accurately **describe** the factors that impact healthy aging.
- critically **analyze** an academic journal article for 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 course learning outcomes in the section below (for a 3.00 credit course, for instance, there should be 4-6; for a 6.00 credit course, 8-12 [but less than 8 may be appropriate for some courses]):

After completing this course, students will be able to:
1. Collaborate with team members on identified projects in the context of the health or health related environment.
2. Communicate professionally using inclusive strategies and evidence-informed decision-making.
3. Contribute to design of multi-faceted team-based goals using appropriate needs assessment strategies in health settings.
4. Evaluate outcomes of work activities in terms of employer expectations and deliverables.
5. Apply identified personal and work-related opportunities for improvement to future work experiences.

---

4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes?

To identify course learning activities that will help students achieve intended learning outcomes, consider:

- 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)

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- Lecture
- Online discussion forums (e.g. in eClass)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- EE - Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
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List the teaching strategies and learning activities that will be included in this course:

Dependent on the nature of the paid placement and the requirements set by the employer.

5. Assessment and Evaluation Strategies:

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

Assessment/Evaluation Strategy	Percentage (%) of Final Grade	Evaluated Course Learning Outcome(s)
Log/documentation of negotiated hours	Complete/Not complete	Met minimum negotiated hours (minimum for co-op option completion is 420 hours)
Self-assessment of achievement of learning plan goals and employer feedback report (CLO 1-5)	Complete/Not complete	Acceptable performance as described by the employer and verified by York liaison/faculty member

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

N/A

6. Formative Feedback

Feedback to students during the course is not always graded. Formative feedback helps the students and instructor identify progress towards the course learning outcomes by providing ongoing, low stakes evaluation 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 (not graded) 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.

Dependent on the nature of the paid placement and the requirements set by the employer. Students have the opportunity to check in with York's central co-op office and a York liaison/faculty member.

Section D - Constructive Alignment and Learning Supports

This section shows the connections between course learning outcomes (C3), teaching and learning activities (C4), and assessment/evaluation strategies (C5) that have been identified.

In the **summary table below**, for each teaching and learning activity, please i) identify the course learning outcome it will help the students achieve and ii) if it will be formally graded. 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.

Teaching and Learning Activity	Which course learning outcome/s will this activity help the student achieve?	Will this activity be formally graded? (Y/N) *A detailed description of assessment and evaluation strategies will be provided in the next section.*	For EE Activities Only	
			How will students reflect on this activity?	**Corresponding EE Strategy** **5-** Classroom Focused **6-** Community Focused **3-** Work Focused
Vary depending on the nature of the co-op placement, discipline and requirements set by the employer	*1-5*	Y	*Learning plan and self-assessment*	3

1. EE Integration

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

2. Learning/Teaching with Technology:

g) How are learning or teaching technologies incorporated into the course?

Varies depending on placement.

h) If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

i) If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

N/A. This is a co-op experience.

3. Bibliography:

g) 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.).

Resources from HH/COOP 2999 3.00 are available to students. The York central co-op office will provide other resources to students as required.

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

N/A. Employer and discipline specific.

i) 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, provide a rationale.

N/A

Section E - Resource Requirements:

This section may require consultation with the unit Chair/Director and Operations Manager:

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

N/A

2. **Classroom Space:**
Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WiFi to support students with bringing their own device).

N/A

3. **Teaching Support:**

	YES	NO
k) Does the course delivery require enhanced technical support? (e.g. lab technician; UIT support). If yes, specify:		X

	YES	NO
l) Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:		X

	YES	NO
m) Does the course require marker/grader, teaching assistant, lab demonstrator etc. support *above those normally allocated by the department/school* offering the courses? If yes, specify why and for what duties/tasks the *extra* support is needed:		X

n) If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:		
o Will the instructor need to travel to visit the off-campus community partner(s)?	YES	NO
		X
o Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify: ▪ The York central co-op office will provide co-op placement support and administration for this Faculty of Health co-op option and its participating students. ▪ Fees apply for registering in the co-op option.	YES	NO
	X	

	Is the placement intended to be domestic or international, or both?
	▪ Domestic ☒
	▪ International ☐
	▪ Both ☐

		YES	NO
o)	If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:		X

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

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

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

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

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

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Memo

To: Professor Jodi Martin, Undergraduate Program Director, Psychology

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

Date: 19 December 2024

Subject: Library Statement for **HH/COOP 3222 Continuing Co-op Work Term in Health**

_____

This course is already supported by library resources available for the *HH/COOP 2999 Preparing for Co-op Work in Health* course. As well, York University Libraries have additional holdings related to the course in areas such as *workplace decision making, time management skills, workplace communication skills,* to name a few.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. For example, Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly.

Research Guides
Students can make use of the Libraries' research guides, covering various subject and other areas that might be of interest such as the *Academic Writing* guide, with a section on *Reflective Writing*:
https://researchguides.library.yorku.ca/

Research Help
Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.
https://www.library.yorku.ca/web/ask-services/

Appendix B: Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

OPTION ONE

Program: Global Health, Health Policy, Management and Digital Health, Health Studies, Kinesiology and Health Science, Neuroscience, Psychology

Degree Program: Please Select Applicable Degree Program

Specialized Honours   **Honours**   **Ordinary (90-credit)**   **Double Major**   **Major/Minor**   Minor

Other:

Effective Date:

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 (<u>Underline</u> items to be added in revisions to existing programs)
CO-OP Options	**CO-OP Options** Complete all of the following ○ Participation in the co-op option is available to all Faculty of Health students in a degree program. **Students eligible for the co-op option must complete and meet the following conditions:** ○ Complete all of the following ▪ Must have completed and/or enrolled in a total of 30 credits or above at the time of application ○ includes HH/COOP 2999 3.00 ▪ Good academic standing in their current program (a minimum cumulative GPA of 4.00 on the 9.00 scale or 1.70 on the 4.00 scale) ▪ Must have completed a minimum of 45 credits before the start of the first work term. **To complete the co-op option, students must meet the following requirements:** ○ Complete all of the following ▪ Students must pay a registration fee to participate in the co-op option. ▪ Co-op work terms will be paid positions in the broad area of the student's program of study. Students must interview for work positions. ▪ Students must enroll in HH/COOP 3111 0.00 and HH/COOP 3222 0.00, one per term, for a fee during each co-op work term.

	▪
Total Credit Count - 0	**Total Credit Count - 0**

Appendix C: Summary of FoH Undergraduate Program Learning Outcomes

School/ Department	Program	Program Learning Outcomes (these are unchanged with the addition of a co-op option)
School of Global Health	Global Health – BA and BSc	• Utilize the requisite interdisciplinary approaches, theoretical lenses, and critical thinking skills to understand global health issues and actions necessary to improve health and equity globally. • Apply the appropriate qualitative, quantitative, and normative research methodologies in the definition and assessment of the health status of populations, determinants of health and illness, and factors contributing to health promotion, disease prevention, and health equity at the individual, community, and population level. • Exemplify the virtues of being an agent of change through envisioning opportunities for reform and being an advocate for promoting global health and equity, especially for disadvantaged or marginalized populations. • Articulate the benefits of a transdisciplinary approach to global health as a discipline and area of practice, and the manner in which knowledge, understanding, and skills from the humanities, social sciences, and the sciences can be applied to promote global health and equity. • Analyze the impact of public and private institutions, legal and financial systems, political processes, and social movements that comprise the multi-level, multi-sectorial nature of global health governance as they impact on health and equity. • Recognize the importance of and engage in problem-solving real-world issues collaboratively to promote health and equity at the local and global level, and the various mechanisms within global health governance that facilitate cooperative action for promoting health and equity. • Critically analyze the impacts of colonization, racism, misogyny, globalization, and neo-liberalism on the structure, function, and activities of global health policy, practice, and research, and the importance of respecting the insights and autonomy of diverse voices in the global health context.
School of Health Policy and Management	Health Policy, Management & Digital Health - BHS	• Systematically select, interpret and synthesize available information in a clear and succinct manner verbally and in writing using proper sentence structure and citation formats.

47

School/ Department	Program	Program Learning Outcomes (these are unchanged with the addition of a co-op option)
		• Critically appraise evidence, perspectives and the assumptions and limitations to various methodological, theoretical and disciplinary approaches in health studies. • Work collaboratively in teams to analyze issues, perspectives and solve problems in health policy, management and informatics. • Act responsibly and with integrity as expected of professionals in a career that recognizes the social determinants of health and advances health equity. • Plan and carry out quantitative and qualitative analyses using an interdisciplinary perspective that considers tensions between evidence and values. • Describe and apply health policy concepts to inform decision making at a micro, meso and macro level. • Describe and apply health management concepts to assess and improve health system performance. • Describe and apply health informatics concepts to design and evaluate health information systems and technology solutions.
	Health Studies – BHS (specialized honours)	• Systematically select, interpret and synthesize available information in a clear and succinct manner verbally and in writing using proper sentence structure and citation formats. • Critically appraise evidence, perspectives and the assumptions and limitations to various methodological, theoretical and disciplinary approaches in health studies. • Work collaboratively in teams to analyze issues, perspectives and solve problems in health policy, management and informatics. • Act responsibly and with integrity as expected of professionals in a career that recognizes the social determinants of health and advances health equity. • Plan and carry out quantitative and qualitative analyses using an interdisciplinary perspective that considers tensions between evidence and values.
School of Kinesiology and Health Science	Kinesiology and Health Science – BA and BSc (honours)	• Compile a broad, multidisciplinary knowledge of the human body, health (broadly defined), and physical activity across the lifespan. • Evaluate research and information about the human body, health (broadly defined), and physical activity, across different platforms and sources. • Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment. • Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms. • Promote the fundamentals of physical activity and health of individuals and communities. • Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan

School/ Department	Program	Program Learning Outcomes (these are unchanged with the addition of a co-op option)
	Movement and Health – BA and BSc	• Compile a multidisciplinary knowledge of the human body, health, and physical activity across the lifespan. • Use research and information about the human body, health, and physical activity, across different platforms and sources. • Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment. • Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms. • Promote the fundamentals of movement and health of individuals and communities. • Apply practical skills and knowledge of assessment about the human body, health, and physical activity for individuals across the lifespan.
Department of Psychology	Psychology – BA and BSc	• Demonstrate knowledge of major concepts, theoretical perspectives, empirical findings, and historical trends in developmental, social, personality and clinical psychology. • Demonstrate knowledge of major concepts, theoretical perspectives, empirical findings, and historical trends in physiological, neurological, and cognitive psychology. • Use the scientific method for research design, data analysis, and interpretation of analyses in psychological research. • Apply critical thinking, creative thinking, and skeptical inquiry to the study of human behaviour. • Apply psychological principles to interpret individual, social, and organizational issues. • Responsibly evaluate scientific evidence and act ethically when studying phenomenon within the field of Psychology. • Work collaboratively with colleagues and peers in an efficient and effective manner by recognizing the value of teamwork and partnerships. • Communicate effectively in writing and verbally (interpersonal/presentation) within discipline specific contexts. • Recognize and demonstrate respect for the complexity of sociocultural and international diversity, and appreciate the consequences of racism, sexism, heterosexism, and other forms of discrimination on others.
Neuroscience Program Health	BSc	• Integrate and apply theoretical perspectives and major findings across broad areas of neuroscience, i.e., cellular and molecular, behavioural and cognitive, and systems. • Demonstrate knowledge of, and recognize the relationships between, the structure and function of molecules and tissues involved in neurobiological systems at all levels: molecular, cellular, and organismal. • Demonstrate detailed knowledge in one of the specialized Neuroscience streams.

School/ Department	Program	Program Learning Outcomes (these are unchanged with the addition of a co-op option)
		• Locate and retrieve scientific information, and to read, critique, and evaluate scientific articles, demonstrate scientific writing skills, and deliver oral presentations. • Perform basic laboratory techniques used in neuroscience research and identify and apply principles of laboratory safety. • Describe the diverse experimental research methods used in the broad areas of neuroscience and defend the use of these methods. • Develop testable research questions based upon in-depth knowledge in one or more of the broad areas of neuroscience and apply research methods, experimental designs, and analysis techniques used to investigate such scientific questions. • Represent information in a quantitative format to analyze and interpret quantitative information, including graphs and statistics. • Analyze and interpret preexisting or novel data, including research findings, to develop lines of argument, propose solutions, and communicate findings in both oral and written formats to diverse audiences. • Relate neuroscience to other disciplines, and apply learning from those disciplines within neuroscience, e.g., mathematics, computer science, physics, health sciences, sport, and society. • Work effectively and collaboratively in teams. • Demonstrate initiative, personal responsibility, and accountability in class and experiential settings. • Demonstrate academic integrity, social responsibility, and respect for diversity and different points of view.

Appendix D: Integration of Work Terms in Program Schedules

The following tables represent general examples for how work terms may be scheduled in a FoH program. Schedules will necessarily look different depending on the FoH program and academic unit. There must be at least one academic study term after the last work term. Completion of a 4-year academic program in 5 years would be appropriate and tracked for students' involvement in experiential education/co-op option.

Table D1: Example A - Two Separate Co-op Work Terms

	Fall Term	**Winter Term**	**Summer Term**
Year 1	Study	Study	
Year 2	Study HH/COOP 2999 3.00	Study Receive confirmation of co-op option registration Apply for co-op work	First co-op work term (at earliest) HH/COOP 3111 0.0
Year 3	Study	Study or optional second co-op work term HH/COOP 3222 0.0	Study or optional second co-op work term HH/COOP 3222 0.0
Year 4	Study or optional second co-op work term HH/COOP 3222 0.0	Study	

Table D2: Example B - Two Consecutive Co-op Work Terms

	Fall Term	**Winter Term**	**Summer Term**
Year 1	Study	Study	
Year 2	Study HH/COOP 2999 3.00	Study	
Year 3	Study Receive confirmation of co-op option registration	Study Apply for co-op work	Apply for co-op work
Year 4	First co-op work term HH/COOP 3111 0.0	Second co-op work term HH/COOP 3222 0.0	
Year 5	Study	Study	

Appendix E: Consultation and Support Letters

(insert email confirmations of support from each HH academic unit participating in the option; Interim Dean's letter of support; letter from Director Experiential Learning in the VPTL Office)

Message of Support from School of Global Health:

SGH Support: FoH Co-Op Option

☺ ↩ ↞ ↠

⊗ **Brad Meisner <meisnerb@yorku.ca>**

Today at 1:31 PM

To: ✓ Karin Page-Cutrara; **Cc:** ○ School of Global Health ⌄

Hi Karin,

SGH Council reviewed the Faculty of Health co-op proposal and its accompanying documentation in our meeting on January 15, 2025. We unanimously approved the following motion: 'To support in principle the approval of a new co-op program option in the Faculty of Health for Global Health undergraduate students, as outlined in the detailed minor modification documentation.'

We look forward to offering this program option to Global Health students. Thank you for your leadership on this important initiative.

Cheers,
Brad.

—
Brad Meisner, PhD | *he/him*
Director, School of Global Health
Faculty of Health | York University
www.yorku.ca/health/globalhealth

health | YORK U
UNIVERSITÉ
UNIVERSITY

On the traditional territory of the Wendat, the Anishnaabeg, Haudenosaunee, Métis, and the Mississaugas of the Credit First Nation — now home to many diverse First Nations, Inuit, and Métis communities.

Message of Support from Neuroscience Health Programs:

Denise Y P Henriques
NRSC co-op
To: Mom, Cc: Josephine Fung

1:03 PM

Details

Dear Karin,

I am writing to confirm that the undergraduate Neuroscience program is interested in offering our students the option to participate in the Faculty of Health co-op program. We believe this opportunity could provide valuable hands-on experience and enhance students' professional development by bridging academic learning with real-world applications.
 We look forward to collaborating on this initiative to support our students' academic and career growth

I have attached the Senate-approved proposal, which outlines the learning outcomes and objectives for the Neuroscience program. I believe the table on page 110 contains the specific information you are looking for.
best
Denise

****
Denise Henriques (she/her)
Professor
School of Kinesiology & Health Science
Interim Director, Centre for Vision Research
Director, CREATE Brain in Action
Coordinator, Neuroscience Graduate Diploma
Coordinator, Neuroscience Undergraduate program
York University, Toronto, Canada
Office: 305 Calumet
Mailbox: Bethune 357
416-736-2100 ext. 77215
https://deniseh.lab.yorku.ca/

Message of Support from Department of Psychology:

Faculty of Health co-op

☺ ↩ ↞ ↗

Jodi Martin <jodimart@yorku.ca>
To: Karin Page-Cutrara

Today at 1:58 PM

Hi Karin,

I am happy to share with you that psychology has officially approved the proposal for a Faculty-wide co-op option. We are excited to be involved in the next stages of planning and implementation.

Take care,
Jodi

Dr. Jodi Martin, PhD (she/her)
Undergraduate Program Director
and
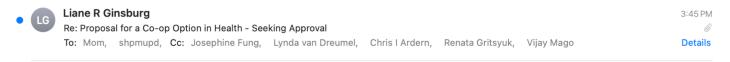**Associate Professor**
Psychology
jodimart@yorku.ca

Faculty of Health | YORK UNIVERSITY
234 Behavioural Sciences Building (BSB)
4700 Keele Street Toronto ON, Canada M3J 1P3

health | YORK U

Ranked 33rd in the World in the
Times Higher Education 2020 Impact Rankings

Message of Support from School of Health Policy and Management:

LG **Liane R Ginsburg**   3:45 PM
    Re: Proposal for a Co-op Option in Health – Seeking Approval
    To: Mom, shpmupd, Cc: Josephine Fung, Lynda van Dreumel, Chris I Ardern, Renata Gritsyuk, Vijay Mago   Details

Dear Karin,

This email confirms that the School of Health Policy & Management supports the proposed Co-op program as an option for all SHPM's undergraduate students. We had a discussion regarding the Co-op in our School meeting today and voting members were unanimous in their support.
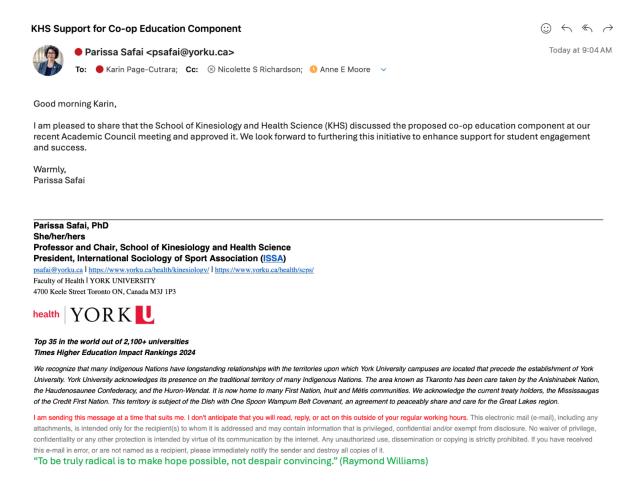
Liane

~~~~~~

Liane Ginsburg
Professor of Healthcare Management
Associate Chair, School of Health Policy & Management
York University, Stong College 353, 4700 Keele Street
Toronto, Ontario CANADA   M3J 1P3

Message of Support from School Kinesiology and Health Science:

KHS Support for Co-op Education Component

☺ ↩ ↞ ↪

● **Parissa Safai <psafai@yorku.ca>**   Today at 9:04 AM

To: ● Karin Page-Cutrara; **Cc:** ⊗ Nicolette S Richardson; 🟠 Anne E Moore ⌄

Good morning Karin,

I am pleased to share that the School of Kinesiology and Health Science (KHS) discussed the proposed co-op education component at our recent Academic Council meeting and approved it. We look forward to furthering this initiative to enhance support for student engagement and success.

Warmly,
Parissa Safai

Parissa Safai, PhD
She/her/hers
Professor and Chair, School of Kinesiology and Health Science
President, International Sociology of Sport Association (ISSA)
psafai@yorku.ca | https://www.yorku.ca/health/kinesiology/ | https://www.yorku.ca/health/scps/
Faculty of Health | YORK UNIVERSITY
4700 Keele Street Toronto ON, Canada M3J 1P3

health | YORK U

Top 35 in the world out of 2,100+ universities
Times Higher Education Impact Rankings 2024

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

I am sending this message at a time that suits me. I don't anticipate that you will read, reply, or act on this outside of your regular working hours. This electronic mail (e-mail), including any attachments, is intended only for the recipient(s) to whom it is addressed and may contain information that is privileged, confidential and/or exempt from disclosure. No waiver of privilege, confidentiality or any other protection is intended by virtue of its communication by the internet. Any unauthorized use, dissemination or copying is strictly prohibited. If you have received this e-mail in error, or are not named as a recipient, please immediately notify the sender and destroy all copies of it.

"To be truly radical is to make hope possible, not despair convincing." (Raymond Williams)

Message of Support from Faculty of Science, Neuroscience:

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**FACULTY OF
SCIENCE**

Office of the Dean

Mike Scheid
Associate Dean -
Students

355 LUMBERS BLDG
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5051

sciadstu@yorku.ca

February 28, 2025

Karin Page-Cutrara
Vice Dean, Learning, Teaching & Academic Programs
Faculty of Health

Dear Karin,

Thank you for sending me your proposal to introduce a cooperative education option to the Faculty of Health. Experiential education opportunities such as COOP provide excellent opportunities for students to gain valuable work experience while working towards the completion of their degree.

As you know, the Specialized Honours BSc Neuroscience program is jointly offered by the Faculty of Health and the Faculty of Science. Students may join the program through either Faculty and based on their interests, may choose one of three entry pathways by selecting Biology, Kinesiology & Health Science, or Psychology as their home program. Currently, the Faculty of Science offers 11 programs with optional COOP. We are pleased that the Faculty of Health is considering offering the COOP option to your Neuroscience stream students. Accordingly, we would also add this option for our Neuroscience stream students.

It is our hope that our two Faculties will work together in messaging to current and future students the Neuroscience COOP option, standardizing admission requirements, and coordinating job opportunities. These collaborative efforts will provide the entire cohort with a seamless experience from admission to graduation, to the advantage of both Faculties.

Please let me know if you require additional information, and good luck with the submission of your proposal.

Kindest regards,

Mike
Michael Scheid, PhD
Associate Dean, Students
Faculty of Science

Letter of Support from Interim Dean:

YORK U

UNIVERSITÉ UNIVERSITY

HEALTH

Dean's Office

4th Floor HNES
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
healthdn@yorku.ca
yorku.ca

January 17, 2025

Re: **Support of Co-op Education Option in the Faculty of Health's Undergraduate Programs**

Colleagues,

I am writing to enthusiastically support the establishment of a co-operative (co-op) education option for students in the Faculty of Health's undergraduate programs, as outlined in the proposal document. This initiative is grounded in the Faculty's strategic direction towards enhancing experiential learning and for promoting connections to work-based opportunities. Such a proposed co-op option would fill a current gap in our students' abilities to engage in paid work integrated learning.

The *Integrated Model to Support Co-op* proposal that was put forward by the Vice Provost Teaching and Learning will enable the Faculty to launch this co-op option. I support our Faculty's future collaborations with a centrally administered co-op office and their provision of fulsome support that is required to deliver and scale such a new co-op option. This collaboration will make this option a reality for our students and complement our current program offerings.

As in the proposal document, there is support from the participating units, and I confirm that there is capacity within Health to offer one new preparatory course for students opting for the co-op experience. Work term courses have also been proposed (no-credit) to facilitate students' continued enrolment in their respective programs, and support will be provided for the administration of such courses as well.

The proposed program aligns with currently available co-op options across other York Faculties and will contribute to the pan-university approach for accessible and inclusive experiential education. Because we appreciate that such choices and experiences are important to future students, we look forward to communicating this option to potential applicants during recruitment events and fairs.

Sincerely,

Chris Ardern, PhD
Interim Dean, Faculty of Health

Letter of Support from Executive Director, Experiential Learning
(Office of the Vice Provost Teaching & Learning):

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January 7, 2024

OFFICE OF THE VICE-PROVOST TEACHING & LEARNING

Melanie Belore
Executive Director
Experiential Learning

915 Kaneff Tower
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
mbelore@yorku.ca

Re: Faculty of Health Co-op Detailed Minor Modification

Dear Curriculum Review Committee,

I am very pleased to write this letter in support of the Faculty of Health's newly proposed co-operative education option.

Co-op has long been accepted as a high-impact strategy for student recruitment, retention, and graduate employability across post-secondary institutions in Canada. Enhancing our co-operative education opportunities for students at York is closely aligned with our key strategic initiatives and commitments, including the University Academic Plan and Strategic Mandate Agreement with the Province.

Operationalizing co-op requires several academic and administrative functions working together – coordination to support students and employers moving through the experience, extensive employer engagement, dedicated strategic communications, and technological management of a robust client relationship management system. The recent Integrated Model to Support Coop proposal put forward by the Vice Provost Teaching & Learning is a plan that addresses the need for an administrative team to support Faculties in these core functions and will provide the Faculty of Health with the fulsome support required to deliver and scale their new co-op option.

I look forward to working closely with the Faculty of Health to support this new co-op offering, and for the positive impact that it will have on their students.

Sincerely,

Melanie Belore
Executive Director, Experiential Learning
Office of the Vice-Provost Teaching & Learning

Appendix F: Student Co-op Journey

The following information was provided in the recent *Integrated Model to Support Coop* proposal put forward by the Vice Provost Teaching & Learning:

The importance of the core functions to support co-op becomes evident in a map of the student's co-op journey (see Figure 1: Student Co-op Journey & Supporting Functions). In addition to the student's direct need for support, the journey they take is also dependant on the work done with programs and employers to ensure an integrated and successful experience. The student journey will look different depending on their academic program at York (i.e., when students are available to participate in co-op). It is critical to balance individual program needs and processes with integration and alignment across campus. However, in general, all co-op students follow a similar path.

Learning about Co-op: All of York's Co-op Programs are currently optional. The FoH is proposing optional participation also, meaning that students apply to the option once in their program and after meeting the criteria. Consistent and strategic communication is required to educate students about the co-op option, during recruitment and while in the program.

Preparing for Co-op: Students can prepare for their co-op journey by ensuring that they meet the eligibility requirements of the co-op program. Students must be in good academic standing, have completed the minimum required credits, and a specific preparatory course before applying.

Applying to Co-op: Applications to the co-op program will be submitted and managed through a short application form in the centrally managed Orbis/Simplicity CRM. Student applications are assessed against the FoH co-op eligibility criteria. International students are issued a co-op work permit letter to begin the application process for this federal requirement, as applies.

Job Search: Once accepted, students gain access to the central co-op job board to begin their job search. This typically occurs at least one full term in advance of the desired co-op position start date. Students receive additional supports on job search, resume, cover letter, interview, and networking skills from co-op and career education teams in the central office. *Students are encouraged to actively apply for co-op positions, submitting a minimum of thirty applications to see success which can reflect real-world job search situations.*

Work Terms: Co-op work terms may vary in length, are always paid, and align with our academic terms (i.e. September, January or May start dates, so as not to interrupt coursework). When a student receives a co-op job offer, they enrol in the FoH zero-credit work term course which maintains a student's full-time status while on the work term (important for OSAP, etc.) and which houses the learning objectives, goal setting and reflection components of the co-op experience. Students may cycle through co-op and academic terms but must end their degree on an academic term.

Graduation: Continuing to engage York Co-op alumni through events and storytelling can be a powerful strategy to support the ongoing growth of the co-op program. Happy and successful graduates become future York co-op employers, donors and York ambassadors.

Fig. 1: Student Co-op Journey & Supporting Functions

Co-op Program Admin
Employer Engagement
Technology & Data
Strategic Communications

Cycle between work and academic terms – min 8 months of work max 20 months

Happy & successful graduates become future employers, donors and York ambassadors

Learn About Co-op Option

Prepare

Apply to Co-op

Job Search

Work Terms

Graduation

Client Management System (Orbis/Simplicity) Administration, Data Collection & Analysis