

# Graduate Course Change Proposal Form

## Faculty of Health

The following information is required for all course change proposals. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

**1. Graduate Program:** Global Health

**2. Responsible Unit:** Faculty of Health, School of Global Health  
*Unit responsible for the course, e.g., Faculty Departments.*

**3. Subject Code (Rubric) and Course Number:** GH 6000

**4. Credit Value:** 6.00

**5. Long Course Title:** Fostering Transformative Change in Global Health

**6. Type of Course Change(s) (indicate all that apply):**

	in course number
	in credit value
	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the graduate program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	in mode of delivery (more than one mode can be designated)
	retire course
X	other (please specify) Grading scheme

**7. Effective Term/Calendar Year of Proposed Change(s):** 2026-27

**8. Rationale:**

*Please indicate how the proposed change will contribute to the academic objectives of*

*the course/program. Please provide a description of the amended learning outcomes/objectives for the course, if applicable. Additionally, please indicate if the course is presently inactive, active, or retired. Finally, please append the graduate program's existing learning outcomes as a separate document.*

We are amending the course assessment from a pass-fail designation (non traditional) to letter grade (traditional). The non-traditional approach was understood to enable a more fruitful, collaborative, and open learning environment for our interdisciplinary PhD students. However, it may diminish student competitiveness when applying for scholarships and postdoctoral research, where students continue to be assessed based on numeric GPAs and letter grades. Given this current context, a letter grade will serve students' best interests over the designation of pass, while continuing to meet the program learning outcomes.

The course is active. The next offering is in FW 2026-27.

#### **9. Proposed Course Information :**

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

We will remove notations indicating the course will be assessed on a pass/fail basis in course related information/documents (eg, eClass, outline, FGS and SGHwebsite). We will include links to the traditional FGS grading scheme, which specifies the traditional letter grading scheme approved by FGS.

The brief course description for GH 6000 on the YorkU Courses website will remain unchanged; the grading scheme was not specified there.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Grading <del>Assignments and tests for GH 6000 will bear a pass / fail designation.</del>	Grading The grading scheme for graduate courses is based on the grading system in the Faculty of Graduate Studies at York. (For a full description of York grading system see the York University Graduate Calendar - <a href="https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-courses-and-grading/">https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-courses-and-grading/</a> and <a href="https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-courses-and-grading/#grading">https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-courses-and-grading/#grading</a> )

**10. Enrolment Notes :**

*Is the course limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for the student to know before enrolling.*

The course is limited to PhD in Global Health students . There is no additional information necessary for the students to know before enrolling.

**11. Consultation :**

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

Not applicable.

Please submit completed forms and required supporting documentation by email to [hlthrsch@yorku.ca](mailto:hlthrsch@yorku.ca).

# Graduate Course Change Proposal Form

## Faculty of Health

The following information is required for all course change proposals. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

**1. Graduate Program:** Global Health

**2. Responsible Unit:** Faculty of Health, School of Global Health  
*Unit responsible for the course, e.g., Faculty Departments.*

**3. Subject Code (Rubric) and Course Number:** GH 6100

**4. Credit Value:** 6.00

**5. Long Course Title:** Critical Perspectives in Global Health Seminar

**6. Type of Course Change(s) (indicate all that apply):**

	in course number
	in credit value
X	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
X	in learning objectives/outcomes (please append the graduate program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	in mode of delivery (more than one mode can be designated)
	retire course
X	other (please specify) Grading scheme

**7. Effective Term/Calendar Year of Proposed Change(s):** 2026 -27

**8. Rationale:**

*Please indicate how the proposed change will contribute to the academic objectives of*

*the course/program. Please provide a description of the amended learning outcomes/objectives for the course, if applicable. Additionally, please indicate if the course is presently inactive, active, or retired. Finally, please append the graduate program's existing learning outcomes as a separate document.*

The course title, course description, and course learning outcomes for GH 6100 – the first in a series of two seminar courses – have been amended to showcase the scaffolded learning that will support students' readiness for success in this course (typically taken in Year 1) and preparedness for the subsequent course (GH 6110, typically taken in Year 2).

The short course title has been amended to fit within the 40-character criteria.

The course assessment is amended from a pass-fail designation (non traditional) to letter grade (traditional). The non-traditional approach was understood to enable a more fruitful, collaborative, and open learning environment for our interdisciplinary PhD students. However, it may diminish student competitiveness when applying for scholarships and postdoctoral research, where students continue to be assessed based on numeric GPAs and letter grades. Given this current context, a letter grade will serve students' best interests over the designation of pass, while continuing to meet the program learning outcomes.

All these changes herein are in line with our approved PhD program proposal. The course is active. The next offering is FW 2026-27.

## **9. Proposed Course Information :**

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

We will modify the title, description, CLOs and remove notation indicating that the course will be assessed on a pass/fail basis in all course related information/documents (eg, eClass, outline, website, YorkU Courses website). We will include links to the traditional FGS grading scheme, which specifies the traditional letter grading scheme approved by FGS.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p><b>Title</b> Critical Problem Solving for Priority Issues in 21<sup>st</sup> Century Global Health (short course title: Critical <del>Problem Solving in</del> Global Health)</p> <p><b>Description</b> <del>This seminar course critically examines interdisciplinary approaches and scientific and technical innovations in 1) Planetary Health, 2) Global Health and 3) Humanitarianism and Global Health Foresighting as examples of Global Health issues that affect individuals and populations, and that are best—though not exclusively—addressed at the level of global commons. It uses a critical social sciences problem-solving perspective, and is guided by the principles of equity, effectiveness and excellence in global health science, policy and practice.</del></p> <p><b>Course Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Describe global health issues from a <del>particular</del> theoretical and interdisciplinary <del>lens using policy, ethical and legal</del> perspectives.</li> <li>2. Analyse the global health governance, legal and ethical issues of a <del>particular</del> global health challenge;</li> <li>3. Describe a range of technical innovations, and methodological approaches including complex adaptive systems, demonstrated in current research <del>to support their application of these approaches.</del></li> </ol>	<p><b>Title</b> Critical Problem Solving for Priority Issues in 21<sup>st</sup> Century Global Health I (short course title: Critical Global Health <b>Seminar I</b>)</p> <p><b>Description</b> Examine interdisciplinary approaches and scientific and technical innovations in Planetary Health, Global Health and Humanitarianism, and Global Health Foresighting as examples of <b>global health</b> issues affecting individuals and populations, addressed at the level of global commons. <b>Students are introduced to</b> critical social sciences problem-solving perspectives, guided by principles of equity, effectiveness and excellence in global health science, policy and practice.</p> <p><b>Course Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Describe global health issues from <b>social science</b> theoretical and interdisciplinary lensed.</li> <li>2. Analyse the global health governance, <b>policy</b>, legal and ethical issues related to global health challenges <b>and inequities</b> .</li> <li>3. Describe a range of technical innovations, and methodological approaches including complex adaptive systems, demonstrated in current <b>global health</b> research.</li> <li>4. Identify research design and methodological approaches evident in the literature and their application in</li> </ol>

<p>4. Identify research design and methodological approaches evident in the literature and their application in the equitable -analysis of a specific issue.</p> <p>5. Explain concepts of design theory that can be used in the identification of meaningful solutions to a global health research question.</p> <p>6. Demonstrate communication and presentation skills .</p> <p>Grading Assignments and tests for GH 6100 will bear a pass / fail designation.</p>	<p>the equitable <b>exploration and</b> analysis of <b>global health</b> issues.</p> <p>5. Explain concepts of design theory that can be used in the identification of <b>effective, equitable and</b> meaningful solutions to global health research questions.</p> <p>6. Demonstrate communication and presentation skills .</p> <p>Grading The grading scheme for graduate courses is based on the grading system in the Faculty of Graduate Studies at York. (For a full description of York grading system see the York University Graduate Calendar - <a href="https://www.yorku.ca/gradstudies/students/current - students/regulations/graduate -courses-and-grading/">https://www.yorku.ca/gradstudies/students/current - students/regulations/graduate -courses-and-grading/</a> and <a href="https://www.yorku.ca/gradstudies/students/current - students/regulations/graduate -courses-andgrading/#grading">https://www.yorku.ca/gradstudies/students/current - students/regulations/graduate -courses-andgrading/#grading</a> )</p>
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#### 10. Enrolment Notes :

*Is the course limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for the student to know before enrolling.*

The course is limited to PhD in Global Health students . There is no additional information necessary for the students to know before enrolling.

#### 11. Consultation :

*For changes in integrations and cross-listings, as well as changes to courses that are*

*integrated and/or cross -listed, please provide evidence that appropriate consultation has taken place.*

Not applicable.

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Please submit completed forms and required supporting documentation by email to [hlthrsch@yorku.ca](mailto:hlthrsch@yorku.ca).

# New Graduate Course Proposal Form

## Faculty of Health

The following information is required for all new course proposals. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

All new course proposals must include a library statement.

**1. Graduate Program:** Global Health

**2. Responsible Unit: School of Global Health, Faculty of Health**  
*Unit responsible for the course, e.g., Faculty Departments.*

**3. Subject Code (Rubric) and Course Number:** GH 6200

**4. Credit Value:** 3.00

**5. Long Course Title:** World Health Assembly Simulation

**6. Short Course Title:** WHA SIM  
*This is the title that will appear on University documents where space is limited, such as transcripts and lecture schedules. The short course title may be a maximum 40 characters, including punctuation and spaces.*

**7. Effective Term/Calendar Year:** Year/2026

**8. Language of Instruction:** English

**9. Mode of Delivery: Blended** (combination of virtual, asynchronous with scheduled, in-person components, and the instructor defining whether virtual components are synchronous or asynchronous).  
*More than one mode can be designated.*

**10. Calendar (Short) Course Description:**  
*This is the description of the course as it will appear in the University course repository and related publications. Calendar (short) course descriptions should be written in the present tense and may be a maximum of 60 words. Please include information with respect to any pre-/co-requisites and/or cross-listing or integration in the course description.*

Enhances knowledge and skills around collaborative governance approaches using simulation-based experiential learning modelled on the World Health Organization's

supreme decision-making body. Incorporating multi-sectoral and multi-jurisdictional global challenges and the Sustainable Development Goals (SDGs), students generate innovative and feasible solutions on the simulation theme in the form of research briefs, debates, and formal resolutions, which will be sent to the WHO.

### **11. Expanded Course Description:**

*This is the detailed course description that will be published in course outlines, program handbooks, etc. Expand upon the short description in order to give academic approval committees a full and clear sense of the aims and objectives of the course and the types of materials it will cover.*

The WHA SIM advances EE at York beyond the classroom by pioneering a novel EE strategy that (i) combines the opportunity to explore and analyze real-world problems through (ii) the application of theory and skills to a concrete experience with (iii) the production of outputs that are collaborative and action oriented. It will specifically involve in class discussions, such as EE Classroom focused activities as: guest speakers, role playing, visual media, a case study simulation based on a theme which changes from year-to-year, course-based research, along with active learning strategies through group work and structured debates held during the final 2-day WHA SIM. The course advances internalization by demonstrating York's commitment to teach the importance of global engagement in being an agent of change in a globalized world. The global health setting also provides concrete examples of how SDGs, as unifying goals, can make our world more equitable and just through assuring the conditions everyone needs to be healthy through coordinative mechanisms that foster global fluencies and collaboration in cross-cultural contexts.

### **12. Course Learning Outcomes:**

*(Necessary for Quality Assurance approval and cyclical program reviews)*

*What will students be able to do upon completion of this course specifically?*

Upon course completion, students will be able to:

1. Create policy briefs and related recommendations for sustaining global health using clear and professional writing.
2. Effectively communicate evidence-based key points on global health challenges and solutions.
3. Facilitate consensus-building and change through creation of safe, positive environments.
4. Collaboratively manage projects and tight deadlines with other delegates in a team structure.
5. Demonstrate ability to find solutions to complex problems in health-related global settings.
6. Apply sustainable development goals to concrete policy and practice contexts for long term impact at the global level.

For the graduate student

7. Analyze health implications for potential global policy changes and their impact on

populations.

8. Implement collaborative leadership, problem-solving skills and team-building skills in a project management process.

### **13. Rationale:**

*Please indicate how the proposed course will contribute to the academic objectives of the program. Please provide a description of the learning outcomes/objectives for the course. As well, please indicate the relationship of the proposed course to other existing options, particularly with respect to focus/content/approach. If overlap with other existing courses exists, please indicate the nature and extent of consultation that has taken place. Additionally, please append the graduate program's existing learning outcomes as a separate document.*

The Graduate Program in Global Health, based within the School of Global Health will prepare future leaders in research, practice, and policy-related scholarly pursuits, who contribute to transformational change in global health. The program aims to cultivate critical and solutions-focused inquiry, enabling students to engage in interdisciplinary original research that provides a foundation for advancing the next generation of leadership needed to address the global health challenges of the 21<sup>st</sup> century. The course contributes to these core objectives of the program.

The course also aligns with the School's broader mission to use an equity-centred approach to help train and empower the next generation of global health scholars and practitioners by 1) developing inclusive evidence and recommendations to ensure health policy and practice improve global health, reduce inequity, and respect the global commons, and 2) engaging in and promoting authentic partnerships with organizations across power structures, income-levels, and geographic locations to allow for a supportive exchange of knowledge.

The Course Learning Outcomes are listed under 12. The course will be offered as an elective course in the Graduate Program in Global Health. At this time, there are no other electives. There is also no overlap with any other course in the Graduate Program in Global Health. The course will enable students to apply concepts, knowledge and skills gained in the core courses of our graduate program, GH 6000 6.00 Fostering Transformative Change in Global Health and GH 6100 6.00 Critical Problem Solving for Priority Issues in 21<sup>st</sup> Century Global Health; however, these courses will not serve as pre- or co-requisites. The Graduate Program in Global Health PLOs are attached.

### **14. Evaluation:**

*Please supply a detailed breakdown of course requirements, including the type and percentage value of each assignment. The expectation is that course assignments can normally be accomplished within the course period. If applicable, details regarding expectations and corresponding grading requirements with respect to attendance and participation should be provided.*

Course requirements/assignments include:

Required Assignments	Percentage value	Evaluated CLOs
WHA SIM debate participation*	30%	2, 3, 4, 5, 6, 7, 8
Policy brief	20%	1, 2, 6, 7
Project planner (agenda-mapping, coordination and communication materials)	30%	1, 2, 3, 4, 5, 8
A critical analysis paper related to the WHA SIM topic	20%	6, 7
	100%	

\* Participation in planning and execution of a 2-day WHA SIM including preparatory debates.

### 15. Integrated Courses:

*Graduate courses may be integrated only with undergraduate courses at the 4000-level, where it is understood that 4000-level indicates an advanced level. Graduate students will be expected to do work at a higher level than undergraduates. If the proposed course is to be integrated, please provide a grading scheme that clearly differentiates between the work that undergraduate and graduate students perform, including a description of how the work performed by graduate students is at a higher level. As well, please indicate the course information for the undergraduate course (i.e., Faculty/unit/course number/credit value) and include a statement from the relevant undergraduate chair or undergraduate director indicating agreement to the integration.*

This will be an elective course for graduate students integrated with the School of Global Health's undergraduate course, GH 4220 3.00 World Health Assembly Simulation (GH 4220 3.00 WHA SIM). GH 4220 has been taught annually since 2025. An agreement to integration from the School Director is attached. Graduate students will be expected to work at a higher level than undergraduates. Two graduate level specific CLOs (CLO 7 and 8) have been added. A critical analysis paper related to the WHA SIM topic worth 20% will replace the undergraduate assignment of an annotated bibliography worth 20%; and, a comprehensive project planner worth 30% will replace two undergraduate assignments – a thesis statement worth 20% and the identification of speakers worth 10%.

### 16. Cross-listed Courses:

*Cross-listed courses are offered between two or more graduate programs. For cross-listed courses, please include a statement of agreement from the director of the other graduate program(s).*

N/A

### 17. Enrolment Notes:

*Is the course limited to a specific group of students; closed to a specific group of students;*

*and/or if there is any additional information necessary for the student to know before enrolling.*

N/A

### **18. Faculty Resources:**

*Provide the names of faculty members in your program qualified to teach this course. Stipulate the frequency with which you expect this course to be offered, including the impact that this course will have on faculty resources.*

Professors Adrian Viens, Tarra Penney, Kerry Scott, Mary Wiktorowicz, Monica Malta, and Donya Razavi at the School of Global health and appointed to the Graduate Program in Global Health all have the qualifications to teach this course at the graduate level. The course will be offered as an elective on an annual basis. This course will not utilize additional program or faculty resources.

### **19. Physical Resources:**

*Please provide a statement regarding the adequacy of physical resources (equipment, space, labs, etc.), including whether or not additional/other physical resources are required and how the need for these additional/other physical resources will be met.*

Additional physical resources are not required. Room bookings will be managed to ensure all students can be accommodated.

### **20. Bibliography and Library Statement:**

*Please provide an appropriate and up-to-date bibliography in standard format. A statement from the University librarian responsible for the subject area certifying that adequate library resources are available for the new course must be provided.*

Aginam, Obijiofor. "The Nineteenth Century Colonial Fingerprints on Public Health Diplomacy: A Postcolonial View." *Law, Social Justice & Global Development Journal* 1 (2003). [https://warwick.ac.uk/fac/soc/law/elj/lgd/2003\\_1/aginam](https://warwick.ac.uk/fac/soc/law/elj/lgd/2003_1/aginam)

de Campos-Rudinsky, T. C., Boshia, S. L., Wainstock, D., Sekalala, S., Venkatapuram, S., & Atuire, C. A. (2024). Decolonising global health: why the new Pandemic Agreement should have included the principle of subsidiarity. *The Lancet Global Health*.

Dodgson, Richard, Kelley Lee and Nick Drager. *Global Health Governance: A Conceptual Review: Discussion Paper No. 1*. London: Centre on Global Change & Health at the London School of Hygiene & Tropical Medicine and the Department of Health & Development at the World Health Organization, 2002. [https://apps.who.int/iris/bitstream/handle/10665/68934/a85727\\_eng.pdf?sequence=1&isAllowed=y](https://apps.who.int/iris/bitstream/handle/10665/68934/a85727_eng.pdf?sequence=1&isAllowed=y)

Kickbusch, I., Hein, W., & Silberschmidt, G. (2010). Addressing global health governance challenges through a new mechanism: the proposal for a Committee C of the World Health Assembly. *Journal of law, medicine & ethics*, 38(3), 550-563.

Kitamura, T., Obara, H., Takashima, Y., Takahashi, K., Inaoka, K., Nagai, M., ... & Sugiura, Y. (2013). World Health Assembly Agendas and trends of international health issues for the last 43 years: Analysis of World Health Assembly Agendas between 1970 and 2012. *Health Policy*, 110(2-3), 198-206.

Nay, O. and F. Barré-Sinoussi, 2022 Bridging the gap between science and policy in global health governance *The Lancet Global Health* Vol. 10 Issue 3 Pages e322-e323.  
[https://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(21\)00567-2/fulltext](https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(21)00567-2/fulltext)

Palkovits, M., Van Katwyk, S. R., & Hoffman, S. J. (2022). Embed Multisectoral Governance Mechanisms in the Pandemic Instrument for One Health Action. *Journal of Law, Medicine & Ethics*, 50(S2), 71-81.

Wenham, Clare, Youde, Jeremy, et al. 2023. From Imperialism to the “Golden Age” to the Great Lockdown: The Politics of Global Health Governance *Annual Review of Political Science* <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-052521-094633>

Wernli, D., Falcone, J. L., Davidshofer, S., Lee, K., Chopard, B., & Levrat, N. (2023). Emergent patterns in global health diplomacy: a network analysis of the resolutions adopted by the World Health Assembly from 1948 to 2022. *BMJ Global Health*, 8(4), e011211.

World Health Organization. (2017). *Sustainable Development Goals: initial mapping of World Health Assembly and Regional Committee resolutions, strategies and action plans* (No. WHO/EURO: 2017-2239-41994-57721). World Health Organization. Regional Office for Europe.

Zarocostas, John. 2022. WHA sees changes to health regulations and WHO funding. *The Lancet* 399 (10341): 2090-2091. June 4, 2022.

#### Other suggested readings

Birn, A.-E., Y. Pillay, and T.H. Holtz, *Textbook of global health*. 2017: Oxford University Press. Chapter 4: Global Health Actors. Please select Chapter 4 from the book in the YorkU library: <https://oxford-universitypressscholarship-com.ezproxy.library.yorku.ca/view/10.1093/acprof:oso/9780199392285.001.0001/acprof-9780199392285-chapter-4>

Davies, Sara and Clare Wenham, 2020. Why the COVID-19 response needs International Relations *International Affairs*. 96(5): p. 1227-1251. [https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=7931966870005164&institutionId=5164&customerId=5150](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=7931966870005164&institutionId=5164&customerId=5150)

Walker, B. H., S. Barrett, V. Galaz, S. Polasky, C. Folke, G. Engström, F. Ackerman, K. Arrow, S. R. Carpenter, K. Chopra, G. Daily, P. Ehrlich, T. Hughes, N. Kautsky, S. A. Levin, K.-G. Mäler, J. Shogren, J. Vincent, T. Xepapadeous, and A. de Zeeuw. 2009. Looming global-scale failures and missing institutions. *Science* 325 (5946): 1345-1346

<https://www-jstor-org.ezproxy.library.yorku.ca/stable/pdf/40301766.pdf>

WHO at UNGA: Call for urgent, high-level action to address global scourge of antimicrobial resistance (2024) WHO News release. Geneva.

<https://www.who.int/news/item/19-09-2024-who-at-unga-call-for-urgent--high-level-action-to-address-global-scourge-of-antimicrobial-resistance>

A librarian statement certifying availability of library resources for this course is attached.

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Please submit completed forms and required supporting documentation by email to [hlthrsch@yorku.ca](mailto:hlthrsch@yorku.ca).

## Memo

To: Professor Mary Wiktorowicz, Graduate Program Director, PhD in Global Health

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

Date: 2 October 2024

Subject: Library Statement for **GH4220/GH6200 World Health Assembly Simulation**

### Summary

York University Libraries are well positioned to support the proposed course *World Health Assembly Simulation*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs.

### Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. New materials are regularly purchased on subjects such as health equity, health policy, health governance, as well as any materials related to global health.

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

### eBook Platforms:

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

### Subject Databases:

- Global Health Database

- Public Health Database
- Sociological Abstracts
- Social Sciences Abstracts
- JSTOR
- Web of Science
- CINAHL

## Services

### Library Instruction

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

### Research Guides:

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/humanrights> (Human Rights and Equity Studies)

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

<https://researchguides.library.yorku.ca/psychology> (Psychology)

### Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

### Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

## Research Help

Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.

## Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), Library Accessibility Services (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation.

### Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>

# Graduate Course Change Proposal Form

## Faculty of Health

The following information is required for all course change proposals. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

**1. Graduate Program:** Global Health

**2. Responsible Unit:** Faculty of Health, School of Global Health  
*Unit responsible for the course, e.g., Faculty Departments.*

**3. Subject Code (Rubric) and Course Number:** GH 6110

**4. Credit Value:** 6.00

**5. Long Course Title:** Critical Problem Solving for Priority Issues in 21<sup>st</sup> Century Global Health

**6. Type of Course Change(s) (indicate all that apply):**

	in course number
	in credit value
X	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
X	in learning objectives/outcomes (please append the graduate program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
X	in pre/co-requisite
	in mode of delivery (more than one mode can be designated)
	retire course
X	other (please specify) Grading scheme

**7. Effective Term/Calendar Year of Proposed Change(s):** 2026 -27

## 8. Rationale:

*Please indicate how the proposed change will contribute to the academic objectives of the course/program. Please provide a description of the amended learning outcomes/objectives for the course, if applicable. Additionally, please indicate if the course is presently inactive, active, or retired. Finally, please append the graduate program's existing learning outcomes as a separate document.*

The course title, course description, and course learning outcomes for GH 6110 – the second in a series of two seminar courses – have been amended to showcase students' scaffolded learning; specifically their progression from the preceding course (GH 6100, typically take in Year 1), and preparedness for GH 6110 (typically taken in Year 2).

The short course title has been amended to fit within the 40 -character criteria.

GH 6100 is specified as a pre-requisite.

The course assessment is amended from a pass-fail designation (non traditional) to letter grade (traditional). The non -traditional approach was understood to enable a more fruitful, collaborative, and open learning environment for our interdisciplinary PhD students. However, it may diminish student competitiveness when applying for scholarships and postdoctoral research, where students continue to be assessed based on numeric GPAs and letter grades. Given this current context, a letter grade will serve students' best interests over the designation of pass, while continuing to meet the program learning outcomes.

All these changes herein are in line with our approved PhD program proposal. The course is active. The next offering is FW 2026-27.

## 9. Proposed Course Information :

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

We will modify the course title, description, CLOs pre-requisite, and remove notation indicating that the course will be assessed on a pass/fail basis in all course related information/documents (eg, eClass, outline, website, YorkU courses). We will include links to the traditional FGS grading scheme, which specifies the traditional letter grading scheme approved by FGS.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p><b>Title</b> Critical Problem Solving for Priority Issues in 21<sup>st</sup> Century Global Health (short course title: Critical Problem Solving in Global Health)</p> <p><b>Description</b> This seminar course <del>critically examines</del> interdisciplinary approaches and scientific and technical innovations in 1) Planetary Health, 2) Global Health and 3) Humanitarianism and Global Health Foresighting as examples of Global Health issues <del>that affect individuals and populations, and that are best—though not exclusively—</del>addressed at the level of global commons. <del>It uses a critical</del> social sciences problem-solving perspective, <del>and is</del> guided by the principles of equity, effectiveness and excellence in global health science, policy and practice.</p> <p><b>Course Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Describe global health issues from a particular theoretical and interdisciplinary <del>lens using</del> policy, ethical and legal perspectives.</li> <li>2. <del>Analyse the global health governance, legal and ethical issues of a particular global health challenge;</del></li> <li>3. <del>Describe</del> a range of technical innovations, and methodological approaches including complex adaptive systems, demonstrated in current research <del>to support their application of these approaches.</del></li> </ol>	<p><b>Title</b> Critical Problem Solving for Priority Issues in 21<sup>st</sup> Century Global Health <b>II</b> (short course title: Critical Global Health <b>Seminar II</b> )</p> <p><b>Description</b> <b>Evaluate/Assess</b> interdisciplinary approaches and scientific and technical innovations in Planetary Health, Global Health and Humanitarianism, and Global Health Foresighting as examples of <b>global health</b> issues affecting individuals and populations, addressed at the level of global commons. <b>Students critique</b> social sciences problem-solving perspectives, guided by principles of equity, effectiveness and excellence in global health science, policy and practice, <b>in the context of a research proposal</b>.</p> <p><b>Course Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. <b>Critique</b> the theoretical and interdisciplinary <b>lenses that can be applied to examine a specific global health issue from</b> policy, ethical and/or legal perspectives.</li> <li>2. <b>Evaluate</b> a range of technical innovations, and methodological approaches including complex adaptive systems, demonstrated in research <b>related to a specific global health issue</b>.</li> <li>3. <b>Incorporate appropriate</b> research design and methodological approaches and their application in</li> </ol>

<p>4. <del>Identify</del> research design and methodological approaches <del>evident in the literature</del> and their application in the <del>equitable</del> analysis of a specific issue.</p> <p>5. <del>Explain</del> concepts of design theory that <del>can be used</del> in the identification of meaningful solutions to a global health research question.</p> <p>6. Demonstrate communication and presentation skills</p> <p>Grading  <del>Assignments and tests for GH 6120 will bear a pass / fail designation.</del></p> <p>Course pre-requisite:  None</p>	<p>the <b>exploration and</b> analysis of a <b>specific global health issue</b>.</p> <p>4. <b>Apply</b> concepts of design theory in the <b>assessment of effective, equitable and</b> meaningful solutions to a <b>specific</b> global health research question .</p> <p>5. <b>Develop ways to address a specific global health research question through a proposal that is grounded in theory, rigour, ethics and equity</b> .</p> <p>6. Demonstrate communication and presentation skills .</p> <p>Grading  <b>The grading scheme for graduate courses is based on the grading system in the Faculty of Graduate Studies at York. (For a full description of York grading system see the York University Graduate Calendar - <a href="https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-courses-and-grading/">https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-courses-and-grading/</a> and <a href="https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-courses-andgrading/#grading">https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-courses-andgrading/#grading</a> )</b></p> <p>Course pre-requisite:  <b>GS/GH 6100 6.00</b></p>
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#### 10. Enrolment Notes :

*Is the course limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for the student to know before enrolling.*

The course is limited to PhD in Global Health students . There is no additional information necessary for the students to know before enrolling.

**11. Consultation :**

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

Not applicable.

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Please submit completed forms and required supporting documentation by email to [hlthrsch@yorku.ca](mailto:hlthrsch@yorku.ca).