

# Detailed Minor Modification Proposal

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**Faculty:** Health

**Departments:** SHPM / PSYC / KHS

**Program:** Cross-Disciplinary Certificate in Aging

**Degree Designation:** Certificate

**Type of Modification:** Minor change to title; addition of courses; revision to certificate requirements; minor revision to PLOs.

**Location** *Keele*

**Effective Date:** September 2026

**Approval Date at Faculty Council:**

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1. Describe the proposed modifications to the program.

York University Centre for Aging Research & Education (YU-Care) executive, who have been responsible for the pedagogical approach to the certificate, propose 3 changes: A) new title; B) domains that map the certificate's interdisciplinarity and approach; and C) expanded list of core and elective courses that broaden interdisciplinarity.

## **A. New title: *Interdisciplinary Certificate in Aging (ICA)***

Aging is an *interdisciplinary* field, informed by theories and methods that are often taken up in integrative ways. We propose a slight revision to the certificate title, to include this terminology of an 'Interdisciplinary Certificate in Aging' rather than the current name of 'cross'-disciplinary certificate in aging. Cross-disciplinary assumes disciplinary silos are maintained, whereas the certificate encourages students to gain skills, theories and approaches within and outside their units, by taking aging courses that bring different disciplinary approaches into dialogue. Although it is recognized that a 'cross'-disciplinary certificate is the current nomenclature at York for these types of certificates, the title change to this particular certificate better reflects the interdisciplinarity of the Faculty of Health (FOH) and the disciplinary breadth and depth of aging studies that we now have available compared with when the certificate was first launched.

Aging studies spans from bench science approaches to society, and we want our students to be exposed to this breadth. Further, many courses are taught by YU-CARE members who already anticipate teaching to students outside of the discipline and who make the pedagogical space for interdisciplinarity in their teaching.

## **B. Domains that map to interdisciplinary theory and approaches**

While inter-disciplinarity can be achieved by taking courses in different schools and departments, we also have identified ways in which our courses map across 2 key domains that are important for learners: 1)

societal, structural and system-level domains (SSSD); and 2) physical, psycho-social and cognitive domains (PPCD). These domains are taken up in multiple ‘core’ and ‘elective’ courses and are reflected across the revised program learning outcomes proposed below. The proposed core certificate requirements are structured to expose students to both interdisciplinary domains.

### C. Expanded list: Requirements for the certificate

To produce an interdisciplinary student experience and to increase the enrollment in the ICA, we propose a change from the current structure to the following structure for the 12 ‘core’ credits.

#### Current Structure: Complete all 12 credits for the Required ‘Core’:

- HH/KINE 3350 3.00 – Physical Activity, Health and Aging;
- HH/KINE 4645 3.00 – Active Living and Aging;
- HH/PSYC 3490 3.00 – Adult Development and Aging;
- HH/PSYC 3495 3.00 – Neuroscience of Aging & Cognitive Health.

#### Proposed Structure for Required ‘Core’: 12 credits with a minimum of 3 ‘core’ credits taken from each of disciplines below:

- Complete **3 credits** from Psychology:
  - HH/PSYC 3490 3.00 - Adult Development and Aging (PPCD)
  - HH/PSYC 3495 3.00 – Neuroscience of Aging & Cognitive Health (PPCD)
- Complete **3 credits** from Health Studies:
  - HH/HLST 3520 3.00 - Aging: Comparative Perspectives (SSSD)
  - HH/HLST 3530 3.00 - Population Aging and Health: Policies, Programs and Issues (SSSD Theme)
- Complete **3 credits** from Kinesiology and Health Science:
  - HH/KINE 3350 3.00 - Physical Activity, Health and Aging (SSSD / PCCD)
  - HH/KINE 4645 3.00 - Active Living and Ageing (PCCD)
- Plus complete **an additional 3 credits** from one of the courses / disciplines above.

The elective structure, requiring any 12 credits from a list of courses, will remain unchanged. The list of courses has expanded to reflect the addition of courses that address aging from across the FOH.

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.

Refer to Appendix 1 Table 2 for the side-by-side comparison of the ICA requirements.

- 3.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.<sup>1</sup>

The revised PLOs reflect the overall intent and substance of the current/original PLOs, and in that way, are unchanged. The proposed revisions are clearer and include a fuller description of associated concepts and approaches, reflective of both domains, that will be demonstrated by learners. Bolded concepts were expanded on.

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<sup>1</sup> 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](#).

**Table 1: Comparison of Current vs Revised PLOs**

| Current PLO for Certificate   | Revised PLO for Certificate   | Domains   |
|---|---|---|
| <p>1. Develops <b>professionalism</b> (e.g., compassion, intuition, <b>empathy</b>, <b>teamwork</b>) through interpersonal experiences:</p> <ul style="list-style-type: none"> <li>• Develops <b>Conflict resolution</b> and mediation skills (e.g., <b>professionalism</b>, <b>teamwork</b>, <b>empathy</b>)</li> </ul>  | <p>1. Develop <b>professional</b> skills to work in and with health systems that support aging populations, including <b>teamwork</b>, <b>conflict resolution</b>, research, time management, and oral, written and visual communication.</p>                                     | <p>Societal, Structural and System-level Domains</p> <p>Physical, Psycho-social and Cognitive Domains</p> |
| <p>2. Facilitate/promote <b>independence</b> from patient focused perspective</p>   | <p>2. Identify <b>individuals' experience of aging</b> and how that relates to the ways aging is <b>managed</b> and <b>structured</b> by <b>organizations</b>, <b>policy</b>, <b>practice</b>, and <b>health</b> and other <b>systems</b>.</p>                                    | <p>Societal, Structural and System-level Domains</p> <p>Physical, Psycho-social and Cognitive Domains</p> |
| <p>3. <b>Reflect on aging issues from a diverse cultural perspective.</b></p>   | <p>3. Analyze aging experiences and issues in the context of <b>diversities</b> of class, gender, racialization, sexuality, language, <b>culture</b>, spirituality, Indigeneity, migration status, disability and other <b>social locations</b> and <b>social identities</b>.</p> | <p>Societal, Structural and System-level Domains</p> <p>Physical, Psycho-social and Cognitive Domains</p> |
| <p>4. Advocates on behalf of older adults</p>   | <p>4. Articulate the <b>benefits of improved</b> health, social and work <b>conditions</b> for older adults' and for those who provide care, whether paid or unpaid.</p>  | <p>Societal, Structural and System-level Domains</p> <p>Physical, Psycho-social and Cognitive Domains</p> |
| <p>5. Use knowledge in response to circumstances:</p> <ul style="list-style-type: none"> <li>• Describes <b>anatomical and physiological changes</b> with aging</li> <li>• Defines <b>needs</b> associated with these changes</li> <li>• Defines and describes dementia and other <b>chronic diseases</b> of aging</li> <li>• Defines services for patients with dementia</li> <li>• Describes multiple views of aging (<b>cognitive, physical, functional</b>)</li> <li>• Describe Elder abuse</li> <li>• Defines Ageism/ <b>social attitudes</b></li> </ul> | <p>5. Apply key interdisciplinary <b>theories, concepts and perspectives</b> of aging to assessed needs, issues, approaches and policies that relate to aging, at the <b>individual, local, regional, national or international levels</b>.</p>                                   | <p>Societal, Structural and System-level Domains</p> <p>Physical, Psycho-social and Cognitive Domains</p> |

| Current PLO for Certificate   | Revised PLO for Certificate   | Domains   |
|---|---|---|
| <p><del>6. Provide <b>education</b> about aging, and to aging individuals and families.</del></p> <p><del>7. Designs <b>intervention capacity</b> regarding mental health concerns and other <b>age-related concerns</b>:</del></p> <ul style="list-style-type: none"> <li><del>• Determines what aging individuals need in order to define <b>preventative and proactive</b> health care</del></li> <li><del>• Develop <b>assessment</b> capacity regarding mental health concerns and other age-related concerns</del></li> <li><del>• Identifies how to break down a complex task to simpler tasks</del></li> <li><del>• <b>Navigates and shows others the health care system</b></del></li> <li><del>• Research/analysis to problem solve on a case-by-case basis.</del></li> </ul> <p><del>8. <b>Research/analysis</b> to problem solve on a case-by-case basis.</del></p> | <p>6. Critically apply <b>research evidence</b> and articulate what <b>research methods</b> can be used to study aging issues and problems.</p> | <p>Societal, Structural and System-level Domains</p> <p>Physical, Psycho-social and Cognitive Domains</p> |

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

Certificates at York require 24 credits. Our revised certificate involves 12 required ‘core’ credits and 12 ‘elective’ credits. The proposed changes address several issues with the certificate’s current configuration.

- There are currently no ‘core’ HLST courses, which limits the participation of SHPM (BHS) students.
- The existing structure requires that the two core Psychology and two core Kinesiology and Health Science courses are required every year as part of the 12 core credit requirements, which might limit scheduling flexibility within PSYC and KHS.
- An update to both the core and elective courses, and the addition of some flexibility to the ‘core’ course selection criteria, allows for the inclusion of courses that were not taught when the certificate was first established.

While the original core courses are retained as options, we are proposing the addition of updated FOH courses to the core options, not included when the certificate was first designed, either as they were not offered, not yet created, or with revised course descriptions.

The core course mapping (Table 3) and course descriptions for the core and elective courses (Table 3) are included in Appendix 1. These demonstrate alignment with the PLO and the proposed domains.

These proposed changes to the ‘core’ and ‘elective’ categories effectively create more course options within and outside of units in ways that promote interdisciplinarity while also attracting more students to undertake it. These changes especially support the following PLOs: 2, 3, 4, 5.

The proposed changes are also aligned with the Psychology “Aging and Late Life Development” concentration.

The proposed changes amplify the certificates’ interdisciplinarity, provide a pathway for SHPM students to participate, and highlight the ways in which various domains as they relate to aging can be studied and understood. It also increases the scheduling flexibility for PSYC and KHS students. Added course flexibility with core courses facilitates certificate completion in a timely manner and alleviates course offering restrictions placed on individual departments / schools.

We conducted an extensive scan of the existing curriculum within the involved academic units, as well as courses across the University. We reached out to and involved faculty members in Health who teach these courses. The proposed changes and additions are those courses that fit and support the existing PLOs. These added courses were not originally included as core options, however these are courses taught using a variety of life course approaches and addressing issues in aging, allowing us to expand the course list.

This certificate is mostly intended for 3<sup>rd</sup> and 4<sup>th</sup> year FOH students. Students require sufficient flexibility in their degree to be able to complete the ICA in time for graduation.

The current enrollment is up to 20 students across both 3<sup>rd</sup> and 4<sup>th</sup> year, but fewer students complete it than start it. With the proposed addition of courses to the core and elective categories, there will be a sufficient number of courses to increase the likelihood that it can be completed. The number of students enrolled is distributed widely across units and courses. The proposed changes are unlikely to burden any individual course.

We are confident that the proposed new certificate model will be successful given its extension to courses now taught by new faculty members with a background and research focus in aging who have joined the faculty since the certificate was first launched. Consequently, all of the departments have and offer more “aging” courses than in the past. Currently, it is difficult for some of the current core courses to be taught when faculty are on sabbatical or other leaves. Therefore, the proposed changes may extend enrollment of the certificate to SHPM students, while also increasing the within-degree flexibility for PSYC and KHS students to complete it.

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

Compared with when the certificate was first launched, the FOH offers more courses that address aging and has extended its offerings to include ones that highlight issues that span from a focus on the individual to societal levels. These added courses improve the certificate’s accessibility for students and provide the opportunity to better realize the certificates’ interdisciplinary aims. Refer to Table 2 for a mapping of proposed new course requirements to the revised PLOs.

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

All existing courses in the certificate remain part of the ICA. If anything, the proposed changes make it easier for existing students to complete it, as it enlarges the required program offerings within units

and increases the eligible electives. Current students would have the option to complete the certificate as it was when they enrolled, or to complete the proposed, revised version, if they are able to once the revisions are enacted in Fall 2026. The program coordinator will communicate certificate requirements and updates and support students' choice of courses. Students enrolling in the certificate in Fall 2026 will complete the revised requirements.

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.

No new resources are required. Current program coordination will continue to support students, and changes will be made on the FOH website and communicated to students in all programs using existing resources.

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.

Members of YU-CARE executive (the home of the certificate) undertook a scan of all aging courses across the university (Drs. Daly, Turner, Meisner, Fox and Ann-Cyr). The executive members each worked with the Undergraduate Program Directors (UPDs) and instructors who normally teach the courses within each of their FOH units. The UPDs in SHPM, KINE and PSYC have been consulted throughout the planning and have reviewed the proposal.

Based on their review, we heard the following:

From Dr. Ron Ophir, UPD in School of Health Policy and Management: “

*“SHPM is especially excited by the changes that enables our students to complete the certificate, both in terms of their access to interdisciplinary exploration of aging across the domains, and in terms of positioning themselves for their future plans in terms of employment or graduate work.”*

From Dr. Anne Moore UPD in Kinesiology and Health Science:

*“The changes provide students in the program both flexibility to achieve the learning outcomes and a more clearly Interdisciplinary approach to the Certificate.”*

From Dr. John Eastwood, Interim UPD in Psychology

*“...the changes will provide added flexibility and encourage greater uptake of the certificate.”*

The full email letters are included in the Appendix 2.

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.

None.

## APPENDICES

### Appendix 1: Calendar Copy, PLO Mapping and Course Descriptions

**Table 2: Side-by-Side Academic Calendar Copy Comparison**

|   |   |
|---|---|
| <b>Program:</b> Cross-Disciplinary Certificate in Aging<br><b>Degree Program:</b><br>Specialized Honours    Honours    Ordinary (90-credit)    Double Major    Major/Minor    Minor<br>Other: Certificate<br><b>Effective Date:</b> Fall 2026   |   |
| <b>Please note that only those fields applicable to the relevant program need to be completed.</b>  |   |
| Current Calendar Copy<br>( <del>Strikethrough</del> items to be removed)  | New Calendar Copy<br>( <u>Underline</u> items to be added in revisions to existing programs)  |
| <b>Program Title</b><br><del>Cross-Disciplinary Certificate in Aging</del>  | <b>Program Title</b><br><u>Interdisciplinary Certificate in Aging</u>   |
| <b>Description</b><br><del>The cross-disciplinary Certificate in Aging brings together courses across different disciplines (Kinesiology and Health Science, Psychology, Sociology, etc.) with the underlying theme of aging and allows students to develop competence and skills related to such areas as: positive aging and life-long learning about aging; professional conduct with older people; diverse cultural perspectives to understanding aging; advocacy on behalf of older adults; caregiver support and increasing respite capacity; and problem-solving and intervention design for age-related concerns.</del> | <u>Description</u><br><u>The Interdisciplinary Certificate in Aging is offered to students enrolled in degree programs in the Faculty of Health, and beyond. It brings together courses across different disciplines within the Faculty of Health (Kinesiology and Health Science, Psychology, Health Studies) and across York (e.g. Glendon; Sociology) at the 3000 and 4000 level all of which are part of an interdisciplinary study of aging. After completion, students can expect the following outcomes: skills to work in and with health systems; understanding of how individuals experience aging as they interact with organizations, policies, practices and health and other social systems; taking diversities of social identity / social location into account; articulating how improved work and care conditions contribute to better outcomes for older adults and those who provide paid and unpaid care; applying interdisciplinary research methods and concepts to better understand and work towards solving issues and problems related to aging.</u> |

|   |  |
|---|--|
|   | <p><u>This certificate is structured to expose all students to important domains in aging: societal, structural and system-level domains (SSSD); and physical, psycho-social and cognitive domains (PPCD). These domains are evident in multiple ‘core’ and ‘elective’ courses and are reflected across the program. All students will be exposed to both domains in this certificate.</u></p>   |
| <p><b>Certificate Requirements – Required Credits: <u>24</u></b></p> <ul style="list-style-type: none"> <li>• Complete all of the following <b>Required courses (12 credits):</b> <ul style="list-style-type: none"> <li>○ Passed the following:           <ul style="list-style-type: none"> <li>▪ HH/KINE3350 - Physical Activity, Health and Aging (3.00)</li> <li>▪ HH/KINE4645 - Active Living and Ageing (3.00)</li> <li>▪ HH/PSYC3490 - Adult Development and Aging (3.00)</li> <li>▪ HH/PSYC3495 - Neuroscience of Aging &amp; Cognitive Health (3.00)</li> </ul> </li> </ul> </li> </ul> | <p><b>Certificate Requirements – Required Credits: <u>24</u></b></p> <ul style="list-style-type: none"> <li>• Complete all of the following <b>Required courses (12 credits):</b> <p><b><u>1. A minimum of 3 core credits taken from each of the disciplines below:</u></b></p> <ul style="list-style-type: none"> <li>○ <u>Complete all of the following</u> <ul style="list-style-type: none"> <li>▪ <u>Earned at least 3 credits from the following:</u> <ul style="list-style-type: none"> <li>▪ HH/PSYC3490 - Adult Development and Aging (3.00)</li> <li>▪ <u>GL/PSYC3310 Cr=3.00 EN - Introduction to Development: Adolescence, Adulthood and Aging (3.00)</u></li> <li>▪ HH/PSYC3495 - Neuroscience of Aging &amp; Cognitive Health (3.00)</li> </ul> </li> <li>▪ <u>Earned at least 3 credits from the following:</u> <ul style="list-style-type: none"> <li>▪ <u>HH/HLST3520 - Aging: Comparative Perspectives (3.00)</u></li> <li>▪ <u>HH/HLST3530 - Population Aging and Health: Policies, Programs and Issues (3.00)</u></li> </ul> </li> <li>▪ <u>Earned at least 3 credits from the following:</u> <ul style="list-style-type: none"> <li>▪ HH/KINE3350 - Physical Activity, Health and Aging (3.00)</li> <li>▪ HH/KINE4645 - Active Living and Ageing (3.00)</li> </ul> </li> <li>▪ <u>Completed at least 3 credits from the following types of courses:</u><br/><u>an additional 3 credits from any one of the courses/disciplines listed above.</u></li> </ul> </li> </ul> </li> </ul> |

**A minimum of 12 credits selected from the following courses:**

- Earned at least 12 credits from the following:
  - ~~HH/HLST3520 - Aging: Comparative Perspectives (3.00)~~
  - ~~HH/HLST3530 - Population Aging and Health: Policies, Programs and Issues (3.00)~~
  - HH/KINE4060 Cr=6.00 EN - Independent Studies in Kinesiology and Health Science (6.00)
  - HH/KINE4100 - Honours Thesis (6.00)
  - HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00)
  - ~~GL/PSYC3530 Cr=6.00~~
  - ~~FR - Neuropsychologie humaine (6.00)~~
  - ~~GL/PSYC3550 - Psychological Testing and Measurement (3.00)~~
  - ~~GL/PSYC3555 Cr=3.00 EN - Learning, Behaviour Modification, and Behaviour Management (3.00)~~
  - ~~GL/PSYC4260 Cr=3.00 EN - Applied Research Practicum (3.00)~~
  - ~~GL/PSYC4260 Cr=6.00 EN - Applied Research Practicum (6.00)~~
  - HH/PSYC3900 - Individual Research Project (3.00)
  - HH/PSYC3901 - Individual Research Project (3.00)
  - HH/PSYC3902 - Individual Research Project (6.00)
  - HH/PSYC3903 - Individual Research Project (6.00)
  - HH/PSYC4900 - Individual Research Project (3.00)
  - HH/PSYC4901 - Individual Research Project (3.00)
  - HH/PSYC4902 - Individual Research Project (6.00)
  - HH/PSYC4903 - Individual Research Project (6.00)
  - HH/PSYC4000 - Honours Thesis (6.00)

**2. And a minimum of 12 elective credits from the following list, including any additional courses from the 'core' category that exceed 12 credits:**

- Complete all of the following
  - Earned at least 12 credits from the following:
    - HH/HLST3060 - Introduction to Health Care System Dynamics (3.00)
    - HH/HLST3330 - Global eHealth/Virtual Communities (3.00)
    - HH/HLST4190 - Independent Study in Health Policy, Management & Digital Health (3.00)
    - HH/HLST4200 - Applied Research Approaches in Health Studies: Advanced Seminar (6.00)
    - HH/HLST4350 - User-Experience Design for Healthcare (3.00)
    - HH/PSYC4006 - Part I: Healthy Aging Current Trends and Issues (3.00)
    - HH/KINE4006 - Part I: Healthy Aging Current Trends and Issues (3.00)
    - HH/PSYC4007 - Part II: Healthy Aging Community-Service Learning (CSL) Project (3.00)
    - HH/KINE4007 - Part II: Healthy Aging Community-Service Learning (CSL) Project (3.00)
    - HH/PSYC3265 - Memory (3.00)
    - GL/PSYC3390 Cr=3.00 EN - Memory (3.00)
    - HH/PSYC3560 - Psychology of Death and Dying (3.00)
    - HH/PSYC3900 - Individual Research Project (3.00)
    - HH/PSYC3901 - Individual Research Project (3.00)
    - HH/PSYC3902 - Individual Research Project (6.00)
    - HH/PSYC3903 - Individual Research Project (6.00)
    - HH/PSYC4900 - Individual Research Project (3.00)
    - HH/PSYC4000 - Honours Thesis (6.00)

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| <ul style="list-style-type: none"> <li>▪ HH/PSYC4001 - Specialized Honours Thesis (6.00)</li> <li>▪ AP/SOCI3550 Cr=3.00 EN - Sociology of Aging (3.00)</li> <li>▪ AP/SOCI3550 Cr=6.00 EN - Sociology of Aging (6.00)</li> <li>▪ HH/PSYC4006 - Part I: Healthy Aging Current Trends and Issues (3.00)</li> <li>▪ HH/KINE4006 - Part I: Healthy Aging Current Trends and Issues (3.00)</li> <li>▪ HH/PSYC4007 - Part II: Healthy Aging Community-Service Learning (CSL) Project (3.00)</li> <li>▪ HH/KINE4007 - Part II: Healthy Aging Community-Service Learning (CSL) Project (3.00)</li> <li>○ Note: HH/PSYC 4006 3.00 (cross-listed to: HH/KINE 4006 3.00)</li> <li>○ Note: HH/PSYC 4007 3.00 (cross-listed to: HH/KINE 4007 3.00)</li> <li>○ Note: Student may enrol either AP/SOCI 3550 3.00 or AP/SOCI 3550 6.00, but not both.</li> <li>○ <del>In order to qualify as satisfying the certificate requirement, any thesis/independent study course must be focused on an aging topic. Approval of the topic will be granted by the certificate coordinator by sending your proposal to aging@yorku.ca.</del></li> </ul> | <ul style="list-style-type: none"> <li>▪ HH/PSYC4001 - Specialized Honours Thesis (6.00)</li> <li>▪ <a href="#">HH/PSYC4270 - Seminar in Memory and Cognition (3.00)</a></li> <li>▪ HH/PSYC4901 - Individual Research Project (3.00)</li> <li>▪ HH/PSYC4902 - Individual Research Project (6.00)</li> <li>▪ HH/PSYC4903 - Individual Research Project (6.00)</li> <li>▪ <a href="#">HH/KINE3349 - Physiology of Aging (3.00)</a></li> <li>▪ <a href="#">HH/KINE4060 Cr=3.00 EN - Independent Studies in Kinesiology and Health Science (3.00)</a></li> <li>▪ HH/KINE4060 Cr=6.00 EN - Independent Studies in Kinesiology and Health Science (6.00)</li> <li>▪ HH/KINE4100 - Honours Thesis (6.00)</li> <li>▪ <a href="#">HH/KINE4150 - Nutrition in the Lifecycle (3.00)</a></li> <li>▪ HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00)</li> <li>▪ AP/SOCI3550 Cr=3.00 EN - Sociology of Aging (3.00)</li> <li>▪ AP/SOCI3550 Cr=6.00 EN - Sociology of Aging (6.00)</li> <li>▪ Note: HH/PSYC 4006 3.00 (cross-listed to: HH/KINE 4006 3.00)</li> <li>▪ Note: HH/PSYC 4007 3.00 (cross-listed to: HH/KINE 4007 3.00)</li> <li>▪ <a href="#">Note: Student may enrol either HH/PSYC 3490 3.00 or GL/PSYC 3310 3.00, but not both.</a></li> <li>▪ <a href="#">Note: Student may enrol either HH/PSYC 3265 3.00 or GL/PSYC 3390 3.00, but not both.</a></li> <li>▪ Note: Student may enrol either AP/SOCI 3550 3.00 or AP/SOCI 3550 6.00, but not both.</li> <li>○ <a href="#">Notes:</a></li> <li>○ <a href="#">A maximum of 6.00 credits can be a thesis/ independent study / or individual research project course. In order to qualify as satisfying the certificate requirement, any thesis/ independent study / individual research project course must be focused on an aging topic. Approval of the topic will be granted by the Certificate Coordinator in addition</a></li> </ul> |
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|                                      | <p><u>to the normal approval process by the offering unit, by sending your proposal to <a href="mailto:aging@yorku.ca">aging@yorku.ca</a>.</u></p> <ul style="list-style-type: none"> <li>○ <u>Students are not guaranteed enrollment in courses offered by Departments or Schools outside their major discipline. Registration for non-majors is subject to space availability.</u></li> <li>○ <u>Students are responsible for meeting prerequisite requirements, where applicable.</u></li> </ul> |
| <b>Grand Total Credit Count - 24</b> | <b>Grand Total Credit Count - 24</b>  |

**Table 3: Mapping of Courses to PLO (Revised)**

This mapping demonstrates the constructive alignment of core certificate courses to the PLOs. All credit options are at the 3000-level and above. Evidence-related concepts are threaded throughout.

| Core Courses   |   |  |   |  |  |   |
|--|---|--|---|--|--|---|
| Program Learning Outcomes  | Societal, Structural and System-level Domains       |  | Physical, Psycho-social and Cognitive Domains   |  |  | Both Domains  |
|  | HH/HLST 3495 3.00 - Aging: Comparative Perspectives | HH/HLST 3530 3.00 - Population Aging and Health: Policies, Programs and Issues | HH/PSYC 3490 3.00 - Adult Development and Aging | HH/PSYC 3495 3.00 - Neuroscience of Aging & Cognitive Health | HH/KINE 4645 3.00 - Active Living and Ageing | HH/KINE 3350 3.00 - Physical Activity, Health and Aging |
| Develop skills to work in and with health systems that support aging populations, including teamwork, conflict resolution, research, time management, and oral, written and visual communication.  | √   | √  | √   | √  | √  | √   |
| Understand the relationships between individuals' experiences of aging as they intersect with organizations, policy, practice and health and other systems.  | √   | √  |   |  | √  | √   |
| Analyze aging experiences and issues by taking diversities of class, gender, racialization, sexuality, language, culture, spirituality, Indigeneity, migration status, disability and other social locations and social identities into account. | √   | √  | √   | √  | √  | √   |
| Articulate the benefits of improved conditions for older adults' and those who provide care, whether paid or unpaid.   | √   | √  | √   | √  | √  | √   |

| Core Courses  |   |  |   |  |  |   |
|---|---|--|---|--|--|---|
|   | Societal, Structural and System-level Domains       |  | Physical, Psycho-social and Cognitive Domains   |  |  | Both Domains  |
| Program Learning Outcomes   | HH/HLST 3495 3.00 - Aging: Comparative Perspectives | HH/HLST 3530 3.00 - Population Aging and Health: Policies, Programs and Issues | HH/PSYC 3490 3.00 - Adult Development and Aging | HH/PSYC 3495 3.00 - Neuroscience of Aging & Cognitive Health | HH/KINE 4645 3.00 - Active Living and Ageing | HH/KINE 3350 3.00 - Physical Activity, Health and Aging |
| Apply key interdisciplinary methods, theories, concepts and perspectives of aging to understand and compare problems, issues, approaches and policies (at the individual, local, regional, national or international levels). | √   | √  | √   | √  | √  | √   |
| Critically assess and apply research evidence to understand aging issues and problems.  | √   | √  | √   | √  | √  | √   |

**Table 4: Course Descriptions**

| Core (*) & Elective Course Descriptions  |   |   |
|--|---|---|
| Courses  | Brief Descriptions  | Offered in last 5 years                           |
| <b>(RED – Proposed changes to existing courses. Proposals Submitted F25)</b>                     |   |   |
| <b>CORE</b>  |   |   |
| <b>(*) HH/HLST 3520 3.00</b> -Aging: Comparative Perspectives                                    | This course will explore various approaches to understanding contemporary aging issues. Open to: Students who have 54 earned credits.   | W21, W22, W23, W24, W25                           |
| <b>(*) HH/HLST 3530 3.00</b> - Population Aging and Health: Policies, Programs and Issues (3.00) | Aging in Canada has been depicted by many in the health care community as a looming calamity. Takes a unique Canadian focus and proposes that population aging can be a challenge that will force Canada's health care system to make some careful and innovative policy, program and service choices. Open to: Students who have 54 earned credits.  | W23, W24, W25                                     |
| <b>(*) HH/PSYC 3490 3.00</b> – Adult Development & Aging (3.00)                                  | An examination of data and theories relating to the psychology of adult development and aging. Major topics include biological and psychological theories of aging; age changes in intelligence, personality and social relations; pathologies of old age and methods of intervention. Prerequisites: HH/PSYC 1010 6.00 Course credit exclusions: GL/PSYC 3310 3.00.  | W21, W22, W223, W24, W25                          |
| <b>(*) HH/PSYC 3495 3.00</b> – Neuroscience of Aging & Cognitive Health                          | This course investigates the neural basis of cognitive changes across the adult lifespan. Students will learn how the brain is altered in structure and function as people age and how these changes impact cognition. The course will examine the border between normal and abnormal aging and how neuroscience research is informing strategies to sustain cognitive health into older adulthood. Prerequisite: HH/PSYC 1010 6.00; HH/PSYC 2240 3.00. Prerequisite for Neuroscience (NRSC) major students: HH/NRSC 2100 3.00 or SC/NRSC 2100 3.00 | F21, F22, F23, F24                                |
| <b>(*) HH/KINE 3350 3.00</b> – Physical Activity, Health and Aging                               | Examines the aging process, lifestyle changes and the effect of physical activity on the health of aging adults. Prerequisites: HH/KINE 1020 6.00; HH/KINE 2020 3.00. Note: Internet use is required for this course.   | F21, F22, F23, F24<br><br>W21, W22, W23, W24, W25 |
| <b>(*) HH/KINE 4645 3.00</b> –   | The purpose of this course is to assist students in developing insight into the physical and health needs of the elderly. Emphasis is placed upon identifying active ageing opportunities and exploring environments in which physical activity is integrated into daily living.  | S23   |

**Core (\*) & Elective Course Descriptions**

| Courses<br><br>(RED – Proposed changes to existing courses. Proposals Submitted F25)       | Brief Descriptions   | Offered in last 5 years |
|--|--|-------------------------|
| Active Living and Aging  | Prerequisite: AS/HH/SC KINE 3350 3.00. Course credit exclusions: None. Note: This course does not count for science credit.  | W21, W22, W23, W24, W25 |
| <b>Electives</b>   |  |                         |
| <b>HH/HLST 3060 3.00</b> - Introduction to Health Care System Dynamics (3.00)              | An introduction to system dynamics modeling for the analysis of health care policy and management. Examines the dynamic complexity of health care systems and its role in policy resistance. Provides a framework and set of techniques to help make sense of health care system complexity <b>across the life course</b> .<br><b>Prerequisite: HH/HLST 2301 3.00 and HH/HLST 2302 3.00 (or HH/HLST 2300 6.00).</b>  | F23                     |
| <b>HH/HLST 3330 3.00</b> - Global eHealth/Virtual Communities (3.00)                       | The course provides student with knowledge of Virtual Communities and their applications in e-Health, at a global level <b>and across the life course</b> . It investigates the Virtual Community paradigm, its relation to the computer supported collaborative work, the internet, and smart devices. The course also studies the convergence of Virtual Communities with social media, and their applications in global e-Health initiatives in different areas, such as homecare, chronic disease management, telemonitoring, and patient support. .<br><b>Prerequisite: HH/HLST 2040 3.00 or HH/HLST 2050 3.0. Open to: Students who have 54 earned credits.</b>  | F23                     |
| <b>HH/HLST 4200 6.00</b> - Applied Research Approaches in Health Studies: Advanced Seminar | <b>Examines key issues associated with inquiry into health policy, management and informatics issues relevant across the life course.</b> The advanced seminar topics include various research methods and design issues relevant to health studies, data analysis and communication of research findings. <del>The course is oriented specifically towards health and health care issues, and focuses on applying the wide variety of research methods that are available.</del><br><b>Prerequisites: HH/HLST 3210 3.00, HH/HLST 3230 3.00 and HH/HLST 3350 3.00 (or HH/HLST 3341 3.00), and HH/HLST 2301 3.0 and HH/HLST 2302 3.0 (or HH/HLST 2300 6.00).</b> Note: students with course equivalents to HH/HLST 2301 3.0 and HH/HLST 2302 3.0 will be required to complete LinkedIn learning R training, or equivalent, before enrolling and submitting proof of completion to the school. <b>Open to: students in the BHS honours program with 54 earned credits.</b> | F21, F22, F23, F24, F25 |
| <b>HH/HLST 4350 3.00</b> – User-Experience Design for Healthcare                           | Explores the benefits and opportunities of the growing field of user-experience design methods in healthcare. Students learn a framework for when and how to employ user-centered design and practice hands-on strategies and techniques for identifying healthcare gaps in services <b>across the life course</b> , engaging with diverse stakeholders, co-designing prototypes, iterating wireframes, evaluating outcomes, designing for implementation and successfully disseminating the knowledge to various stakeholder groups.<br><b>Prerequisites: HH/HLST 2040 3.00 open to: student with 84 credits</b>  | W24                     |

**Core (\*) & Elective Course Descriptions**

| Courses<br><br>(RED – Proposed changes to existing courses. Proposals Submitted F25)               | Brief Descriptions   | Offered in last 5 years |
|--|--|-------------------------|
| <b>HH/PSYC / KINE 4006 3.00</b> -<br><br>Part I: Healthy Aging Current Trends and Issues           | Provides students with the opportunity to develop interdisciplinary knowledge and skills regarding healthy aging and current trends and issues contributing to the aging process. Students will develop knowledge of factors affecting well-being and healthy aging. Students will explore topics such as personal physical, cognitive, mental health, continual social engagement, physical activity, care-giver burden, ageism, socioeconomic factors influencing the aging experience, and aging based policies that have an impact on healthy aging. Students will explore the relationship between how they perceive healthy aging and how society influences these perceptions. Prerequisites: PSYC 1010 6.00 or HH/KINE 1000 6.00 and HH/KINE 1020 6.00 or HH/IHST1020 6.00. Cross-listed to: HH/PSYC 4006 3.00, HH/KINE 4006 3.00. Course Credit Exclusion: HH/NURS 3000 3.00. Open to: Students in the Honours program and have completed 84 credits.   | W25                     |
| <b>HH/PSYC / KINE 4007 3.00</b> –<br><br>Part II: Healthy Aging Community-Service Learning Project | Offering students the opportunity to apply knowledge and skills gained in Part I Healthy Aging Trends and Issues course to a practicum /field placement with an organization serving older adults. Working in teams, students participate in practice-based community service learning, where they interact with older adults and engage in activities to address community needs. Through structured reflection, field- experience and supervision, students gain a deeper understanding of the concepts, methods and theoretical foundations underlying healthy aging. Ultimately, these placements provide the concrete experiences required for students to bridge theory and practice. Students are required to complete a minimum 70-hour field-placement in a pre-approved community organization. The community service learning component of the course is intentionally designed to promote professionalism and transferable skill development and will be evaluated & supported by a field-placement supervisor. As placements are limited, students will need to apply to be accepted to be enrolled in the course. Once accepted, they will need to undertake a vulnerable sector screen to participate in this course.<br><br>Prerequisites: HH/PSYC 4006 3.00 or HH/KINE 4006 3.00. Cross-listed to: HH/KINE 4007 3.00. Open to Students: Students in the Honours program and have completed 84 credits.<br><br>Note 1: This course has an experiential learning placement component, therefore, it is ineligible for a student-initiated late drop under the withdrawn from course policy (see for details <a href="http://myacademicrecord.students.yorku.ca/course-withdrawal">http:// myacademicrecord.students.yorku.ca/course-withdrawal</a> ). Note 2: Given the limited number and type of community-service-learning opportunities available, enrolment is restricted. Students must fill in an application ( <a href="https://health.apps01.yorku.ca/machform/view.php?id=1580406">https://health.apps01.yorku.ca/machform/view.php?id=1580406</a> ) and be accepted to take this course by the course instructor before permission to enrol will be granted. |                         |
| <b>HH/PSYC 3265 3.00</b> –<br><br>Memory   | An examination of how humans encode, store and retrieve information from memory. Although the course focuses on data from laboratory studies and their theoretical interpretation, some consideration is given to applied aspects of human memory. Prerequisite: HH/PSYC 1010 6.00 Course credit exclusion: GL/PSYC 3390 3.00.   | F21, F22, F23, F24      |

**Core (\*) & Elective Course Descriptions**

| Courses<br><br>(RED – Proposed changes to existing courses. Proposals Submitted F25)                      | Brief Descriptions  | Offered in last 5 years   |
|---|---|---|
|   |   | W21, W22, W223, W24, W25  |
| <b>HH/PSYC 3560</b><br><b>3.00 –</b><br><br>Psychology of Death and Dying                                 | This course considers issues and topics in thanatology including sociocultural influences on our understanding of death, care of the dying and medical ethics. It examines research and theory in aging and illness, adjustment to life-threatening conditions and grief reactions. Prerequisite: HH/PSYC 1010 6.00 Course credit exclusions: HH/PSYC 4250 3.00   | W21, W22, W223, W24, W25  |
| <b>GL/PSYC 3310</b><br><b>3.00 –</b><br><br>Introduction to Development: Adolescence, Adulthood and Aging | Is development anything more than maturation? Is individual change simply a response to the Zeitgeist? This course focuses primarily on change in the individual and systemic change is considered. Prerequisite: GL/PSYC 2510 6.00 or equivalent. Course credit exclusion: HH/PSYC 3490 3.00.  | W25   |
| <b>HH/PSYC 4270</b><br><b>3.00 –</b><br><br>Seminar in Memory & Cognition                                 | An examination of a number of issues in memory and cognition. The course focuses on areas of current interest and may include topics such as pattern recognition, perception of art, memory retrieval, connectionist models, problem solving, thinking, concept formation, categorization and artificial intelligence. Prerequisites: HH/PSYC 1010 6.00; HH/PSYC 2030 3.00; one of HH/PSYC 2021 3.00, HH/PSYC 2020 6.00; HH/PSYC 2260 3.00 or HH/PSYC 3265 3.00. Prerequisite for Neuroscience (NRSC) major students: HH/NRSC 2200 3.00 or SC/NRSC 2200 3.00 and HH/PSYC 3250 3.00. | F21, F22, F23, F24<br><br>W21, W22, W23, W24, W25<br><br>S21, S22 |
| <b>HH/KINE 3349</b><br><b>3.00 –</b><br><br>Physiology of Aging   | Describes the physiology of normal aging. This includes the aging of: cells, organs, bones and joints, muscle and fat, skin, circadian rhythm, nervous system and brain, cardiorespiratory system, and the gastrointestinal and renal systems. The course will introduce some pathophysiology often seen with aging but will highlight that aging does not necessitate development of disease. Prerequisite: HH/KINE 3012 3.00  | W23, W24, W25   |
| <b>HH/KINE 4150</b><br><b>3.00 –</b><br><br>Nutrition in the Lifecycle                                    | This course provides an understanding of the impact of nutrition and food-related behaviors on health from conception through the end of life, including pregnancy and lactation, infancy, adolescence and aging. Prerequisite: HH/KINE 4020 3.00   | F23, F24<br><br>W21, W22  |
| <b>HH/KINE 4646</b><br><b>3.00 –</b><br><br>Delivering Exercise to the Aging:                             | Delivering Exercise to the Aging: a continuum from evidence-based knowledge to clinical application. Students first review current knowledge of age-related physiological, social and psychological changes confronting individual and population health. Next studied are the attenuating effects of exercise. Finally, students apply the Knowledge Translation framework   | F21, F22, F23, F24  |

**Core (\*) & Elective Course Descriptions**

| Courses<br><br>(RED – Proposed changes to existing courses. Proposals Submitted F25) | Brief Descriptions  | Offered in last 5 years                                 |
|--|---|---|
| Knowledge to Action  | to design a program to meet the needs of an aging cohort in their community. Prerequisite: HH/KINE 1020 6.00 Pre/Corequisite: HH/KINE 4010 3.00.  | W21, W22, W23, W24, W25                                 |
| <b>AP/SOCI 3550 3.00 –</b><br><br>Sociology of Aging                                 | Examines interpersonal, cultural, demographic and political aspects of aging and retirement. Gender, class and other major factors are discussed, along with familial, government and self-help responses to seniors' needs. Prerequisite: A 1000-level AP/SOSC course. Course credit exclusions: AP/HREQ 3550 3.00 (prior to Fall 2013), AP/HREQ 3550 6.00 (prior to Fall 2013), AP/SOCI 3560 3.00 (prior to Fall 2013). | W22, W23, W24   |
| <b>AP/SOCI 3550 6.00 –</b><br><br>Sociology of Aging                                 | Examines interpersonal, cultural, demographic and political aspects of aging and retirement. Gender, class and other major factors are discussed, along with familial, government and self-help responses to seniors' needs. Prerequisite: A 1000-level AP/SOSC course. Course credit exclusions: AP/HREQ 3550 3.00 (prior to Fall 2013), AP/HREQ 3550 6.00 (prior to Fall 2013), AP/SOCI 3560 3.00 (prior to Fall 2013). | F 16-17 (not offered in last 5 years, see course above) |

## Appendix 2: Consultation and Support Emails



Anne E Moore

To: Tamara J Daly



Mon 03/11/2025 10:27

Hi Tamara

I am pleased to provide the full support of Kinesiology and Health Science for the proposed changes to the *Interdisciplinary Certificate on Aging*. The changes provide students in the program both flexibility to achieve the learning outcomes and a more clearly Interdisciplinary approach to the Certificate. It provides the School of Kinesiology and Health Science with more flexibility in its course offerings and now includes the range of courses offered in the School on aging.

Sincerely  
Anne

**Anne Moore, PhD**  
**(she/her)**  
**Interim Undergraduate Program Director**  
**School of Kinesiology and Health Science**

amoore@yorku.ca | [health.info.yorku.ca](http://health.info.yorku.ca)

Faculty of Health | York University  
2024 Sherman Health Science Research Centre  
4700 Keele Street Toronto ON, Canada M3J 1P3





shpmupd

To: Tamara J Daly



Mon 03/11/2025 10:50

Dear Tamara:

The School of Health Policy and Management gladly supports and approves the proposed changes to the Interdisciplinary Certificate in Aging (renamed). The proposal was reviewed and endorsed by the SHPM curriculum committee. SHPM is especially excited by the changes that enables our students to complete the certificate, both in terms of their access to interdisciplinary exploration of aging across the domains, and in terms of positioning themselves for their future plans in terms of employment or graduate work.

Sincerely

Ron Ophir,  
SHPM UPD


---

**Ron Ophir, PhD**

Undergraduate Program Director  
*School of Health Policy and Management*  
*Faculty of Health, York University*

 [shpmupd@yorku.ca](mailto:shpmupd@yorku.ca)

Associate Professor of Organizational Behaviour  
*School of Administrative Studies & School of Human Resources Management*  
*Faculty of Liberal Arts and Professional Studies, York University*

 Please consider the environment before printing this email.



**John D Eastwood**

Re: FOH UPDs, for your review

To: Tamara Daly

3:39 PM

Hi Tamara

Psychology has reviewed the updates, including a name change to the *Interdisciplinary Certificate on Aging* and I am pleased to share that Psychology approves of the changes. We agree that the changes will provide added flexibility and encourage greater uptake of the certificate,

Sincerely,

John Eastwood,  
Interim PSYC UPD