

Notice of Meeting

**Wednesday, February 4, 2015
3:00 pm – 4:30 pm**

Senate Chamber, N940 Ross Building

Agenda

- 1. Chair's Remarks**
- 2. Minutes of the Meeting of January 7, 2015**
- 3. Business arising from the minutes**
- 4. Dean's Remarks**
- 5. Report of the Curriculum Committee**
 - Proposal for the Establishment an Undergraduate Minor in Global Health
 - Proposal for Minor Changes to the Specialized Honours BHS in Health Management
 - Proposal for Minor Changes to the Honours Minor in Health Management
- 6. Senator's Report**
- 7. Other Business**

Faculty of Health meetings support our mission to provide an innovative and supportive environment for learning, discovery and engagement. To ensure our common value of diversity is fully reflected, our events, publications and meetings make every effort to be accessible to all.

2014-2015 Faculty of Health Council Meetings, 3:00pm–4:30pm, Senate Chamber, N940 Ross Building:

March 4, 2015

April 1, 2015

May 6, 2015

All are welcome and encouraged to attend!

**Faculty of Health
FACULTY COUNCIL
Wednesday, January 7, 2015
Senate Chamber, N940 Ross Building**

Minutes

Attendance: P. Amarasooriya, I. Backhouse, A. Belcastro, F. Bernabe, J. Connolly, H. Edgell, J. Goldberg, J. Jeffrey, E. Jensen, M. Mongrain, I.K. Maimets, B. Oraziatti, A. Perry, B. Pilkington, N. Richardson, G. Ross, L. Sergio, R. Steele, N. Stuckless, M. Wiktorowicz, G. Zoidl.

Guests: W. Anderson, R. Bishop, L. Sadhwani, R. Thompson.

1. Chair's remarks

Chair B. Oraziatti welcomed Council members and wished everyone a Happy New Year. She reminded Council members and guests to sign the attendance book and note dates and times of the 2014-2015 Council meetings.

Members of Council were encouraged to raise name cards when voting and use microphones when addressing Council.

Chair B. Oraziatti welcomed Heather Edgell, School of Kinesiology, to the Faculty and Council.

2. Minutes of the Meeting November 5, 2014

In the absence of quorum a motion was sought via email.

Professor A. Belcastro, moved, seconded by Professor N. Stuckless, that the minutes of the November 5, 2014 meeting of Council be approved.

The motion carried.

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Dean's Remarks

Regrets from Dean Skinner were received. He wished everyone a happy and healthy New Year.

5. Report of the Curriculum Committee

In the absence of quorum a motion was sought via email.

Professor N. Richardson moved, seconded by T. Daly that the proposal to revise the number of credits for the upper-level requirement from 51 to 48 in the Bachelor of Science in Nursing Post-RN IEN Program be approved, effective Fall 2014.

The motion carried.

Professor N. Richardson moved, seconded by Professor B. Pilkington that the proposal to replace AP/ADMS 3740 3.00 with HH/NURS 3750 3.00 and HH/NURS 3400 3.00 with HH/NURS 2513 3.00 as major credits in the Bachelor of Science in Nursing Post-RN IEN Program be approved, effective Fall 2014.

The motion carried.

6. Report of the Committee on Examinations and Academic Standards

In the absence of quorum a motion was sought via email.

Professor J. Jeffrey moved, seconded by Professor C. Mallette that the proposal to revise the admission requirements in the Bachelor of Science in Nursing 2nd Degree Entry Program be approved, effective Fall 2015.

7. Senator's Report

Senator L. Sergio summarized key points of the December 11, 2014 meeting of Senate.

Senate received VPRI Hache's presentation, "Fall VPRI Research Report to Senate". The report noted that York University is improving on certain measures and needs additional funding to improve research metrics. Sessions on strategies for research intensification will be scheduled.

Senate passed a motion for March 11, 2015 Day of Action. Faculty are asked to extend reasonable academic accommodations for students and not schedule exams, tests, presentations or other work on March 11, 2015. Additionally, faculty should provide alternative access to material(s) covered on March 11, 2015.

Senate passed a motion to establish a BSc Program in Psychology at the Glendon campus.

Senator Sergio noted that Senators continued discussions on AAPR and that President Shoukri commended the Faculty of Health on establishing the York University Center for Aging Research and Education (YU-CARE).

8. Other Business

There was no other business.

The meeting was adjourned.

**2014-2015 Faculty of Health Council Meetings,
3:00pm – 4:30pm, Senate Chamber, N940 Ross
Building:**

February 4, 2015

March 4, 2015

April 1, 2015

May 6, 2015

R. Bishop, Secretary

**Report of the
Curriculum Committee
to the Faculty of Health Council
January 2015**

ITEMS FOR ACTION (3):

- 1. Proposal for the establishment an Undergraduate Minor in Global Health**
- 2. Proposal for Minor Changes to the Specialized Honours BHS in Health Management**
- 3. Proposal for Minor Changes to the Honours Minor in Health Management**

1. Proposal for an Undergraduate Minor in Global Health

The Curriculum Committee recommends the proposal for the establishment of an undergraduate minor in Global Health in the Faculty of Health be approved, effective Fall 2015.

Background/Rationale

York University Faculty of Health

Proposal for an Undergraduate Minor in Global Health

1. Introduction

1.1 Statement of Proposal

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

The proposed “Minor in Global Health” will be housed within the Global Health Program in the Faculty of Health. Launched in September 2014, the Global Health Program includes a Bachelor of Arts (BA) and a Bachelor of Science (BSc) option; both are specialized Honours degree programs. A new interdisciplinary program that draws on curriculum from across the four units in the Faculty of Health (Health Policy & Management, Kinesiology & Health Science, Nursing, and Psychology), the Global Health Program is governed by a cross-Faculty Steering Committee and administered under the auspices of the Dean’s Office. The program allows students to explore various disciplines, issues, and practices associated with global health and the increasingly globalized world. This proposal addresses the addition of a minor in Global Health, which would commence in September 2015.

The minor in Global Health will be available to students who are not pursuing an undergraduate degree in Global Health. It is anticipated that the minor option will be available to students across faculties including Health, Liberal Arts & Professional Studies, Science, and Environmental Studies. The Faculty of Environmental Studies is already involved in the Global Health degree program as it will be offering a concentration in Global Health and the Environment

1.2 Appropriateness and Consistency of Proposed Program

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

As an area of study, Global Health focuses on improving health for people worldwide and creating the conditions that allows health equity to be achieved. The definitions and concepts used to articulate Global Health are broadly accepted by scholars internationally. According to Koplan et al.¹, *global health* addresses “issues that directly or indirectly affect health but that can transcend national boundaries ... , embraces both prevention in populations and clinical care of individuals.., [and] is highly interdisciplinary and multidisciplinary within and beyond health sciences” (p. 1992). Global health thus concerns itself with reducing health disparities and protecting against global health threats that ignore national borders.² In this field, the disciplines of public health and epidemiology intersect with the social sciences including demography, political economy, law and human rights, and sociology to address problems that can arise locally but have global implications. The field of Global Health considers the underlying global political or economic factors that have significant consequences for health and health equity. Health is a barometer of poverty and inequity in the world, and thus, it concerns questions of justice, equality and human rights. Moreover, as the transmission of health risks

¹ Koplan, J. P., Bond, T. C., Merson, M. H., Reddy, K. S., Rodriguez, M. H., Sewankambo, N. K., & Wasserheit, J. N. (2009). Towards a common definition of global health. *The Lancet*, 373(9679), 1993-1995. doi:10.1016/S0140-6736(09)60332-9

² Macfarlane, S.B., Jacobs, M., Kaaya, E. E. (2008). In the name of global health: Trends in academic institutions. *Journal of Public Health Policy*, 29(4), 383-401.

and threats is globalized, underlying inequalities are exacerbated, as the impact of HIV/AIDs in developing nations demonstrates.

Through such interdisciplinary approaches, Global Health addresses the determinants and distribution of health in international contexts. "Underpinning the United Nations' Millennium Development Goals (MDGs) and multiple World Bank strategies for growth and development is the need to secure the health – whether mental or physical – of populations. The increased movement of goods, people, and diseases across borders and changes to the climate and environment makes individual health a global concern..."³ The degree of inequality across societies, in terms of access to food, shelter and sanitation, a social safety net, insurance for personal health services, and organizational capacity to respond to threats to public health varies across states and societies. Globally, the pattern of inequality tends to reflect a North-South divide. A sense of social responsibility to address such inequalities on the part of the global community has led to the emergence of a broad and complex system of global health governance.⁴ However, this series of organizations bypasses the World Health Organization (WHO) and allows private interests much more influence and also, they do not operate in a democratic fashion. Since the level at which responsibility for the provision of health services lies can differ across societies: from the state, the individual, to the market, and can engage supranational organizations such as the WHO, the multi-level governance of global health makes it a complex area in need of further study.

The field of Global Health therefore includes an exploration of contemporary issues, such as the gross disparity in the distribution of wealth and income between and within countries through a health equity lens. The insights gained through this field can help in developing new policy alternatives, which can further the analysis of neo-liberal globalization and the related crises of development and democracy that are part of an emerging trend in the North-South political discourse. Health policies designed from an equity perspective and a gender based analysis will assist the WHO and other international health agencies in reaching health goals in resource poor countries. Such policies, when applied and practiced, will advance human rights and social justice.

Also foundational to the field of Global Health are the disciplines of public health and epidemiology, embracing disease prevention and health promotion in populations as well as clinical care and health promotion with individuals. HIV/AIDS, SARS, and the recent Ebola epidemic are stark examples of lethal communicable diseases that transcend national boundaries. Moreover, environmental issues including global climate change directly or indirectly affect health at the local and global level⁵.

Recent reports and recommendations indicate the emergence of Global Health as a field of study. These include the *Report of the World Health Organization Commission on Social Determinants of Health* (2008), the *OECD Paris Declaration on Aid Effectiveness* (2005), and the subsequent *Accra Agenda for Action* (2008). Likewise, recommendations contained in such reports as the *Ontario SARS Expert Panel Report* (2003), the *Ontario SARS Commission Second Interim Report* (2004), and the subsequent Ontario Ministry of Health and Long Term Care report, *From Vision to Action: A Plan for the Ontario Agency for Health Protection and Promotion* (2006), the recommendations of the *United Nations High Level Meeting on Non-Communicable Disease Prevention and Control* (2011), and the UNAIDS (2012) *Global AIDS Response Progress Reporting* also underscore the significance of Global Health. Similarly, the *Blair Commission for Africa Report* (2005) and the more updated *Still our Common Interest: the Commission for Africa Report* (2010) point out the nature and dynamics of an interdependent world that calls for a global approach to human health and development issues. The Canadian Academy of Health Sciences' (2011) report, *Canadians Making a Difference*, suggests that

³ Harman, S. (2012). *Global Health Governance*. London and New York: Routledge, p. 1.

⁴ Sen, A. 2002. "Why health equity?" *Health Econ.* 11: 659–666.

⁵ Kirk, M. (2002). The impact of globalization and environmental change on health: Challenges for nurse education. *Nurse Education Today*, 22(1), 60-71.

Canada can play a part in five strategic areas: Indigenous and circumpolar health research, population and public health, community oriented primary health care, global health innovation, and smart partnerships in education and research.

2. General Objectives of the Undergraduate Minor

2.1 Brief Description

Provide a brief description of the general objectives of the undergraduate program.

The undergraduate minor in Global Health aims to provide students the opportunity to develop the knowledge and skills to understand, analyze and approach global health issues from an interdisciplinary perspective. Students will explore the local-global interconnectedness and the underlying biophysical, social, economic, and political factors that influence human health and wellbeing. Students will also gain an understanding of global health governance and health systems around the world. In addition, through analyzing the development of global health policy, students will strengthen their understanding of global health determinants in an increasingly interconnected global world. In addition, completion of the minor will prepare students to apply for graduate programs in global health, as well as other relevant graduate programs

The proposed minor will be offered to those students who are not enrolled in the Global Health BA and BSc programs and whose home program permits the addition of a minor. The minor is aimed to complement students' Honours Degree program, allowing them to expand their interests and/or future goals from a Global Health perspective. It will prepare graduates with a global perspective on issues of human health and health equity in an increasingly pluralistic and interdependent world.

2.2 Relationship of the proposal to Unit, Faculty and University Academic Plans

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

York University and the Faculty of Health are known for their emphasis on social justice and equity. As well, the Faculty of Health is currently involved in the preparation of health care professionals through its Nursing program and kinesiology majors focused on health promotion and disease management. The Faculty of Health's BA and BSc program in Global Health is in keeping with these values and builds on the curriculum of its core disciplines (Health Policy and Management, Kinesiology and Health Science, Nursing, and Psychology). It is the first undergraduate program of its kind in Canada. The proposed minor in Global Health will prepare graduates with many of the core competencies that are integral to the parent program.

The proposed minor in Global Health is in keeping with the University's commitment to interdisciplinarity and aligns with the vision described in its University's Academic Plans (UAP)⁶ and the Faculty of Health's inaugural Strategic Plan.⁷ First and foremost, health is a priority area in which the University plans to continue expanding teaching and research activities over the next decade. The Faculty of Health's Strategic Plan (2007-2012) articulated its vision of becoming "a global leader in

⁶ Senate of York University (2005, 2010). *University Academic Plan 2005-2010*; and, *University Academic Plan 2010-2015: Enhancing Academic Quality in a Global World*. Toronto, ON: Author.

⁷ Faculty of Health. (2007). *Faculty of health strategic plan 2007-2012*. Toronto: Faculty of Health, York University. Available: <http://www.yorku.ca/health/>

redefining and advancing health and human science.” This means ‘keeping more people healthier longer’ through broadly addressing health and its social determinants and creating an integrated health system that goes beyond medical care.

The proposed minor in Global Health aims to develop future leaders to synthesize knowledge and develop solutions to health issues around the globe. It will provide the leaders of tomorrow with the skills and knowledge to contribute to the increasingly globalized world. In Fall 2009, the Green paper on Internationalization discussed “preparation of our students to live and work in the Global community” as an objective. York University is situated in one of the most diverse cities in the world, and in the heart of the rapidly developing York Region, where immigration accounted for 60% of the population growth between 2001 and 2006.⁸ Thus, the local community reflects the global community. This minor will help students gain knowledge of local-global connections in relation to global health, and this will help to position graduates for success in professional studies (e.g., medicine, nursing) and graduate studies, as well as in a range of career options in emerging field of global health. The minor also aligns with York University’s Academic Plan 2010-2015 to enhance academic quality in a globalized world.

3. Need and Demand

3.1 Similar Programs offered by York University

Identify similar programs offered at York..., with special attention paid to any innovative and distinguishing aspects of the proposed program.

York’s Undergraduate Honours BA and BSc Program in Global Health launched in Fall 2014. There are no other minor programs that focus on global health. However, several other health-related minor programs are offered, as follows:

- Minor in Health and Society looks critically at biomedical models and practices, to understand the complexity of health policy, to see way in which globalizing economies shape both illness and health care, and to appreciate the role played by social forces and cultural change in shaping individual well-being. Offered by Department of Social Science, Faculty of Liberal & Professional Studies.
- Minor in Medical Anthropology provides students majoring in health related disciplines with critical perspectives on western biomedical knowledge and practices and knowledge of diverse health challenges and healing systems around the world. The cross-cultural perspective offered will provide students in health related fields with complementary social science understandings of health and illness. Offered by Department of Anthropology, Faculty of Liberal & Professional Studies.
- Minor programs in Health Policy, Health Management and Health Informatics: These minors explore the three major areas of health administration: Health Policy draws on public administration theory, history, political economy, sociology, and economics. Health management incorporates organizational behavioural theory; examines concepts of health services, health policy, accounting, and finance and health evaluation. Health Informatics fosters the use of

⁸ York Region Community Services and Housing Committee. (February 2008). *Community social data strategy update: Census 2006 releases*. Available: http://www.york.ca/Departments/Community+Services+and+Housing/statistics_publications.htm

information technology to support quality of records and ensure the accessibility of health care across diverse geographies. Offered by School of Health Policy & Management, Faculty of Health.

Distinct features of the proposed minor program in Global Health are its interdisciplinary approach to political and social determinants of health, issues of chronic and communicable diseases and public health, and an integrated local-global focus. In contrast, the minors offered by the School of Health Policy and Management emphasize a Canadian focus. The Global Health minor will be a unique addition as it will focus on health in a more globalized context.

3.2 Description of General Need and Demand

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

An early indication of the need and demand for the proposed new minor was expressed in a letter of support from the Dean of Environmental Studies included in the new program proposal for the Global Health program (2013). The Dean's support for contributing a concentration in Global Health and Environment to this new program clearly indicated that a minor in Global Health would be of interest to environmental studies students.

Student Interest

Students both from within York and external to York have expressed interest in transferring into the Global Health Program and/or pursuing a minor in the program since the launch of the new Global Health BA and BSc.

A short survey regarding the interest in a Minor in Global Health was sent out to students in the School of Health Policy and Management as well as the departments of Kinesiology and Health Sciences, Psychology, and several other LA&PS departments. There were 68 responses to this survey, the majority of them from the Kinesiology and Health Studies programs. Fifty students (74%) indicated an interest in pursuing a minor in Global Health. Of those 44 students whose current program allows them to take a minor, 32 students (73%) indicated an interest in pursuing a minor in Global Health.

Several examples of comments made by students interested in pursuing a minor in Global Health are captured here:

- I think it would be a great supplement to my current program
- Since I am planning on pursuing a career in medicine, I am interested in the topic of global health because I believe that it will help give me a better understanding of healthcare in general so I can be a more effective healthcare professional.
- Global health expands our knowledge on health by broadly looking at the social determinants of our health. As a kinesiology major, it would be interesting to take courses that broaden our knowledge on health rather than just learning about how it is viewed within the realm of sport and physical activity.
- Knowledge/even basic understanding of global health would better prepare me for traveling abroad and understanding different healthcare systems/medical situations common outside of Canada.
- As a health policy major it is important to understand both the Canadian political agenda with respect to health, as well as the global regimes. Understanding global health and incorporating these international policies in Canada will improve the health of Canadians.
- Global health would allow me to study the effects that health policy around the world not only in Canada. I will also be more prepared for doing a master's in public health as it will allow me to broaden the scope of my knowledge allowing me to have international opportunities.

Eighteen (18) of the students surveyed indicated that they were not interested in pursuing a minor in Global Health. Their comments reflected the following:

- Global health is very broad program and it is hard to imagine any undergraduate getting advantage out of it as compare to graduate studies. Our existing health studies program is already broad enough, the program did not help me without taking very specific technical courses to peruse career. The other good reason to not have global health as a minor is that mostly these sort of program help to professionals who are currently working in the health sector.
- Not a useful degree at the undergraduate level
- I am very satisfied with specializing in Kinesiology as my undergraduate degree

In addition to the students surveyed, about a dozen other students both from within York and external to York have emailed or called to express interest in transferring into the Global Health Program and/or pursuing a minor in the program since the launch of the new Global Health Program.

Social Need

Students will have the opportunity to complement their major program of study with this Global Health minor. Global Health is an emerging field with growing significance in an increasingly globalized world. The minor will be an asset to students in faculties of Health, Liberal Arts & Professional Studies, Science, and Environmental Studies. These students will gain employable skills and knowledge surrounding global health, comparative health systems, the challenges of chronic and communicable diseases and community empowerment in resource-poor settings, and health care sector reform across cultures and countries.

Potential Employment Opportunities for Graduates

Students who graduate with a minor in Global Health will have value added to the employable skills they have developed in their major program of study. In particular, they will be able to understand, analyze and approach issues of global health from an interdisciplinary perspective that encompasses public health basics, the underlying social and political factors that intersect to influence global health, and the principles of human rights needed to enhance the health and quality of life of people around the world. Graduates will be well positioned to tackle issues of human health and health equity in an increasingly pluralistic, interdependent world. A minor in Global Health may provide students with a greater number of career opportunities; for example, within the public health sector, health research agencies, and health-related government and non-government organizations and business enterprises, nationally and internationally.

3.3 Estimate of the demand for the program

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

The anticipated implementation date for the minor program is fall 2015. Estimated enrollment projections have not yet been determined. It is expected that there will be an enrollment of approximately 10 students per year, and the number is expected to rise as the program progresses. Rough estimates are based on the findings from the York University Factbook. Table 1 below shows the average number of students that have taken a Faculty of Health minor and the Health and Society minor.

Table 1: Minor program enrollment within a 4 year period

Program Minor	2010 - 11	2011-12	2012-13	2013-14
Health Policy	1	4	2	3
Health Management	5	8	1	15

Health Informatics	2	4	0	4
Health Studies*			10	
Health and Society	11	14	7	4
Kinesiology and Health Science	27	23	28	13
Psychology	197	123	202	223
*Health Studies numbers not provided in University Fact Book for other years listed				

4. Curriculum, Structure and Learning Outcomes

Describe the undergraduate minor requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

4.1 Minor Requirements and Associated Learning Outcomes

Describe the undergraduate minor requirements and associated learning outcomes, including explicit reference to how the minor curriculum and structure supports achievement of the learning outcomes

Minor Requirements

Requirements for the minor program in Global Health include a minimum of 30 credits from core HH/IHST courses⁹, including:

- four required courses (15 credits) at the 2000/3000 level;
- two courses (6 credits) at the 4000 level (excluding HH/IHST 4300 and HH/IHST 4400); and
- three courses (9 credits) chosen from the remaining HH/IHST core courses (excluding HH/IHST 4300 and HH/IHST 4400).

Students are also required to take the appropriate prerequisites for these courses.

Associated Learning Outcomes

Students taking the Global Health minor program have the opportunity to study the determinants of health and the consequences and patterns of disease across societies; health promotion and the role of medical technologies and interventions in health improvements; global health ethics and human rights; and the economic, political, and social factors that shape local and global health.

Graduates who complete the minor will:

- demonstrate understanding of the requisite interdisciplinary approaches and theoretical lenses concerning global health issues;
- identify and explain basic epidemiologic and statistical methods used in the global health literature;
- define and assess the health status of populations, drawing on knowledge about the determinants of health and illness, and factors contributing to health promotion and disease prevention in resource-poor settings;

⁹ Global Health Core courses available to students in the Minor in Global Health are listed in Tables 2 & 3.

- describe how multi-level governance and the political processes inherent in global health governance involve issues of human rights and can affect population access to the determinants of health;
- recognize the importance of collaboration within the context of global health governance and leadership.

4.2 Methods and Criteria for Assessing Student Achievement

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

In the proposed minor program student achievement will be assessed based on the completion of required Global Health courses and upper level Global Health course electives. Student achievement will be measured through use of traditional methods of readings, critical analysis, research, and inquiry and tested through exams, assignments, and reflections. New evaluation measures that make use of information technology will also be incorporated. Some courses will employ tutorials to enhance small group learning and participation. Where possible, courses will utilize e-learning and experiential education pedagogies.

4.3 List of courses that will be offered:

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

Table 2: Required Courses for the Minor in Global Health (15 credits)

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	SHPM	2000	3.00	New	Yearly
Global Health Policy: Power and Politics					
Analyzes the process through which global health policy is developed. As national and global initiatives can intertwine, the course begins by exploring and categorizing the manner in which nation governments are structured, and the factors that influence the process of policy decision-making at the national and global levels. Explores case studies that demonstrate global health policy development.					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	SHPM	2200	3.00	New	Yearly
Determinants of Health: Local to Global					
This course will provide an opportunity for participants to develop or strengthen their understanding of social determinants of health from a global perspective. Participants will engage in critical analysis of social inequities and the health consequences to global populations and will also develop an understanding of the concept of global citizenship.					

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	NURS/SHPM	2010	6.00	New	Yearly
Global Research Methods and Measurement					
An introduction to methodological, statistical and computer techniques used in research and the application of these techniques to quantitative and qualitative research in the context of global health. Topics such as research design, sources of validity and bias, reading research reports and interpretation of findings and applicable analytical methods will be included for both research paradigms					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/KINE	2100	3.00	New	Yearly
Chronic Diseases and Care					
This course will examine the complexity and impact of chronic diseases, also known as non-communicable diseases, within national and international health care systems. It will define and investigate the current prevalence, significance, risk factors and determinants of the major current chronic conditions and their prevention and management.					

Table 3: Core Course Options for the remaining 15 credits in the Minor in Global Health
 (two courses (6 credits) at the 4000 level (excluding HH/IHST 4300 and HH/IHST 4400); and three courses (9 credits) chosen from the remaining HH/IHST core courses (excluding HH/IHST 4300 and HH/IHST 4400))

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/NURS	1010	3.00	New	Yearly
Foundations of Global Health Studies					
An inter- and multidisciplinary introduction to the issues underlying Canadian and international health care system. Examines the social, cultural, economic and political influences on concepts, values and structures of Canadian and international health care systems.					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/KINE	1000	6.00	New	Yearly
Human Anatomy and Physiology for Health					
This course will examine human anatomy and physiology with a focus on health and disease in the body as a whole as well as each body system. Students will examine how the different body systems work together to maintain homeostasis and how the systems react when homeostasis is disrupted by disease.					
OR					

HH	IHST/KINE	1001	3.00	New	Yearly
Human Anatomy and Physiology for Health 1					
This course examines human anatomy and physiology with a focus on health and disease in the body as a whole as well as each body system. Students examine how the different body systems work together to maintain homeostasis and how the systems react when homeostasis is disrupted by disease.					
AND					
HH	IHST/KINE	1002	3.00	New	Yearly
Human Anatomy and Physiology for Health 2					
This course examines human anatomy and physiology with a focus on health and disease in the body as a whole as well as each body system. Students examine how the different body systems work together to maintain homeostasis and how the systems react when homeostasis is disrupted by disease.					
Faculty					
Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered	
HH	IHST/NURS	3000	3.00	New	Yearly
Epidemiological Approaches to Health Care					
This course introduces students to the principles of epidemiology and its application to communicable diseases. Additionally it provides current knowledge and theories regarding those infectious diseases of relevance to populations and programs in place to address spread of disease.					
Faculty					
Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered	
HH	NURS	3100	3.00	New	Yearly
Communicable Diseases and Care					
This course introduces students to the current knowledge and application of epidemiology to communicable diseases. Additionally it provides current knowledge and theories regarding those infectious diseases of relevance to populations and programs in place to address the spread of disease.					
Faculty					
Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered	
HH	IHST/NURS	3545	3.00	New	Yearly
Promoting Global Health					
Students examine the evidence that while progress in achieving important global health outcomes has occurred, significant challenges remain to be solved. Global health issues impacted by such factors as poverty, gender inequality, international trade policy, climate-change, loss of biodiversity, food insecurity, war and displacement are explored as expressions of structural influences which perpetuate global disparities in health. Asking the question "What would it take to achieve health for all?" students identify pressing global health issues and the global health promotion strategies being used to address them.					
Faculty					
Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered	
HH	IHST/NURS	3740	3.00	New	Yearly
Health Care Planning for Communities					
This course provides a theoretical and methodological background for health problem analysis and program/service planning at the community and regional levels.					
Faculty					
Responsible	Course	Credit Value	Existing	Frequency Offered	

	Unit	Number		or New	
HH	IHST/SHPM	4010	3.00	New	Yearly
Health Care Ethics					
Provides an overview of ethical issues involved in health care policy, management and informatics in Canada. It combines theory and practical application to allow for reflection on the role values and beliefs play in health policy, management and informatics decisions.					
Faculty					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/PSYC	4100	3.00	New	Yearly
Program Evaluation					
Provides an overview of the tools and techniques of program monitoring and evaluation with particular focus on health programs. Evaluation of health (or other social/development) programs is often mandated. The course focuses on how to do evaluations that are useful and actually used. In other words, to carry out utilization focused evaluation.					
Faculty					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	4200	3.00	New	Yearly
Global Health Governance and Leadership					
This course introduces students to global health governance as a mechanism for resolving transnational interdependent health problems where global cooperation is needed. The course is designed to give students an understanding of issues in global health governance. The course combines theory with application to develop leadership skills needed to work with organizations that provide support for global health initiatives.					
Faculty					
Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	4100	3.00	New	Yearly
Health and Human Rights					
Examines how health and human rights are complementary approaches to understanding and analyzing human well-being. The congruence of the two fields has arisen as the definition of human rights has expanded from civil and political rights to include social and economic rights. Will examine this evolution and its implications.					

5. Describe the proposed modes of delivery

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

The Global Health program is offered year round, with use of classroom, tutorials, laboratories as needed, and extensive use of online/blended delivery. Likewise, the proposed modes of delivery for the Minor in Global Health will include the use of online and blended approaches in addition to curricular and co-curricular introduction of the requisite knowledge and skills to understand, analyze and approach issues of global health from an interdisciplinary perspective.

6. Admission Requirements

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

Students must be enrolled in an approved Honours (BA/BSc/BHS/BES) program that offers a major/minor option in the Faculties of Health, Liberal Arts & Professional Studies, Environmental Studies, Science, or Engineering. Student must have a minimum 5.0 (C+) GPA to be admitted into the proposed minor program. Students in the minor program in Global Health must maintain a GPA of 5.0 (C+) or above in the minor.

7. Resources

7.1 Faculty Resources

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

The Global Health Program is delivered by faculty appointed to one of the four units in the Faculty of Health: Health Policy & Management, Kinesiology & Health Sciences, Nursing, and Psychology. Many of the Faculty of Health faculty complement have research and knowledge expertise in areas of Global Health. It is expected that contract faculty with relevant credentials and experience will be required to cover some aspects of the program delivery needs; however, it is expected that 80% of courses will be taught by full time (FT) faculty.

The attached list of FT faculty members outlines their teaching and research foci. This faculty complement will allow for delivery of the Global Health Major and Minor programs in the near and longer term, including coverage of sabbaticals. Those who have not yet had the opportunity to actively participate will be able to contribute new elective courses as the program grows over time.

Table 4 – Listing of Faculty:

Full Time Faculty Support for Major Core Courses - Faculty of Health

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Parissa Safai Associate Professor	School of Kinesiology and Health Sciences	Research: Focus on the critical study of sport at the intersection of risk, health and healthcare. This includes research on the sports' "culture of risk", the development and social organization of sport and exercise medicine, as well as the social determinants of athletes' health. Teaching Areas: KINE: Research Methods KINE-1000 Sociocultural Aspects of Physical Activity

Lauren Sergio Associate Professor	School of Kinesiology and Health Sciences	Research: aging, brain, motor activity, movement, neuroscience, psychophysics, vision. Teaching areas: KINE – motor learning, neuroscience, research methods. PSYC - Neuroscience
Chris Ardern Assistant Professor	School of Kinesiology and Health Sciences	Research: Areas include cardiac health, chronic disease, community-based research, epidemiology, obesity and physical activity. Teaching Areas: KINE 3635– Epidemiology KINE - Statistics
Hala Tamim Associate Professor	School of Kinesiology and Health Sciences	Research: Areas include; epidemiology, children, exercise, health behaviours, injury, maternal health musculoskeletal, public health, and youth. Teaching Areas: KINE 3635– Epidemiology KINE - Statistics
Mazyar Fallah Assistant Professor	School of Kinesiology and Health Sciences	Research: Behavioural Science, brain, cognitive process, neuroscience, perception, psychophysics, vision. Teaching Areas: KINE and PSYC neurosciences
Sherry Grace Associate Professor	School of Kinesiology and Health Sciences	Research: Cardiac Health, chronic disease, depression, electronic health records, evaluation, gender, Health behaviours, health psychology, health service, physical activity, policy, psychology, quality of life, rehabilitation, resilience, social determinants of health, stress and women. Teaching Areas : Behavioural Health and Psychology
Mazan Hamadeh Associate Professor	School of Kinesiology and Health Sciences	Research: Brain, chronic disease, diabetes, exercise physiology, metabolism, molecular biology, muscle, neuroscience, nutrition. Teaching Area: Nutrition
Hernan Humana Associate Lecturer	School of Kinesiology and Health Sciences	Research: Coaching and the Social cultural aspects of Physical Activity Teaching Areas: KINE – Coaching KINE 1000 – Sociocultural Aspects of Physical Activity
Jennifer Kuk Associate Professor	School of Kinesiology and Health Sciences	Research: Physical activity, obesity, epidemiology, diabetes, cardiac health, race and racism. Teaching Areas: KINE Fitness and Health; Metabolism & Obesity
Merv Mosher Senior Lecturer	School of Kinesiology and Health Sciences	Research: Health Teaching areas: KINE – motor learning, research methods and statistics
Nicolette Richardson Assistant Lecturer	School of Kinesiology and Health Sciences	Teaching : Anatomy and Physiology

Olasunkaanmi Adegoke Associate Professor	School of Kinesiology and Health Sciences	Research: Diabetes, Exercise Physiology, Metabolism, Molecular Biology, Muscle, Nutrition, Obesity. Teaching Areas: KINE 4020 Human Nutrition; Metabolism and Obesity, Nutrition, Physiology.
Lucia Gagliese Associate Professor	School of Kinesiology and Health Sciences	Teaching Areas: KINE 4710 Psychological Health of Chronic disease
Angelo Belcastro Professor	School of Kinesiology and Health Sciences	Research : Children's health and fitness through physical activity – using local to global perspective in research designs and methodologies; musculoskeletal health, with focus on chronic diseases Teaching Areas: Health and Fitness; Growth, Maturation and Physical Activity; Physiological Basis of Muscle Fatigue
Emilie Roudier Research Associate	School of Kinesiology and Health Sciences	Research: Chronic diseases, Vascular biology, Cancer biology, Obesity, Exercise physiology, Molecular and cellular determinant of health, Molecular and integrative physiology Teaching Areas: Chronic diseases, Molecular and Integrative physiology, Biological sciences related to human health and disease
Myriam Mongrain Associate Professor	Department of Psychology	Research: In cognitive, interpersonal, and social support variables associated with immature dependence and self-criticism, with the goal of developing better models predicting depressive onsets. Pursuing the study of resilience factors in combating depression and the development of positive interventions to build strength in those vulnerable to the disorder. Teaching Areas: PSYC – Clinical Psychology PSYC 1010 – Introduction to Psychology
Jennifer Steeves Associate Professor	Department of Psychology	Research: How does the brain adapt to changes in sensory input or to direct brain damage? In my lab, we use converging techniques to study the brain and behaviour including psychophysics, eye movement measurement, functional magnetic resonance imaging (fMRI) and transcranial magnetic stimulation (TMS). Teaching Areas: PSYC 1010– Introduction to Psychology PSYC- Sensation and Perception
Ronald Sheese Associate Professor	Department of Psychology	Research: Critical Psychology and teaching with technology. Teaching Areas: PSYC – Education PSYC – History of Psychology PSYC 1010 – Introduction to Psychology

Jill B. Rich Associate Professor	Department of Psychology	Research: Neuropsychology. Memory and cognition in normal aging and dementia (e.g., semantic memory, implicit memory, prospective memory) as well as the relationship between sex hormones and cognition (e.g., the effect of estrogen on cognition in postmenopausal women). Clinical work involves neuropsychological assessment, particularly with geriatric populations. Teaching Areas: PSYC 1010 – Introduction to Psychology
Joel Goldberg Associate Professor	Department of Psychology	Research: stigma and mental illness Teaching Areas: abnormal psychology
Joel Katz Professor Coordinator, Health Psychology Graduate Diploma Program	Department of Psychology	Research: Psychological, emotional, and biomedical factors involved in acute and chronic pain Teaching Areas: Current Issues in Health Psychology (PSYC 6455/KINE 6143)
Adrienne Perry Associate Professor	Department of Psychology	Research: autism, developmental disabilities, families, behavioural intervention Teaching Areas: Psychological assessment/diagnosis of children, assessment practicum, clinical supervision, autism and developmental delays
Jacqueline Choiniere Associate Professor	School of Nursing	Research: political economy of health; social determinants of health; health care reform; women's health; health policy; women and work; health care systems; sociology; international long-term care Teaching Areas: NURS 4546-Global Health & Nursing Issues; GS/NURS 5135: Promoting Global/Planetary Health ADMS/NURS 4710 Canadian Health Care System
Nancy Johnston Associate Professor	School of Nursing	Research: Community-based research, health delivery systems in developing countries, mental health, resilience, suffering. Teaching Areas: Suffering, Change and Innovation, Qualitative Research (Phenomenology and Hermeneutics) Global Health, Suffering.
Sandra M. Skerratt RN (EC), MN/NP-Adult Sessional Lecturer	School of Nursing	Research: Primary care Northern Ghana, Africa Teaching Areas: Epidemiology / Global Health Development of Self as Nurse: Advanced Professional Issues Nurses' Experience in Healthcare Environments

Judith Ann MacDonnell Associate Professor	School of Nursing	Research: Community-based research, disability, education, ethics, gender, health services, immigration, knowledge transfer, labour and employment, maternal health, mental health, nursing, policy, public health, race and racism, sexuality, social determinants of health, sociology, violence, women. Teaching Areas: NURS – determinants of health, health policy, health promotion, maternal, child and family, nursing education, public health and community nursing, qualitative and quantitative research methods, women’s health.
F. Beryl Pilkington Associate Professor	School of Nursing Global Health Program	Research: Community-based Research, Diabetes, Resilience, Social Determinants of Health, Vulnerable & Marginalized Groups Teaching Areas: Global & Transcultural Health, Qualitative Research Methods
Grace Ross-Sessional Lecturer	School of Nursing	Research: community health assessment Teaching Areas: Community as Partner; Nurses as Teachers and Learners; Ethical Ways of Knowing and Caring in Nursing; Communicating and Relating in Complex Situations; Research and
Christine Kurtz Landy, RN, PhD Assistant Professor	School of Nursing	Research: Health services and policy research focused on maternity care and women’s health, reproductive health, women’s mental health, refugee and immigrant health, interventions to improve health outcomes in mothers and children “at risk”. Teaching Areas: Evidence informed health care; Research methods; Women’s health; Health, Science and Society; Population and public health; Health education
Fay Mahdieh Dastjerdi Assistant Professor	School of Nursing	Research: Immigrants, Refugees, Women, Seniors/Older Adult, Marginalized Groups, Violence, Accessing Healthcare Services, Social Determinants of Health, Qualitative and Mixed Method, Methodological Issues in Research Teaching Areas: Transcultural Nursing, Qualitative and Quantitative Research Methods, Nursing
Lillie L. Q. Lum Associate Professor	School of Nursing & School of Health Policy & Management	Research: The principal investigator on recent and current nationally funded projects in organizational justice, globalization, health human resource management and distance education. Teaching Areas: HLST 1010 3.00 Foundations of Health Studies

Mina Singh Associate Professor	School of Nursing	Research: cancer care, mental health, nursing education Teaching Areas: program evaluation, stats, research, ethics, leadership, public health, global health
Sannie Tang Assistant Professor	School of Nursing	Research: health/healthcare inequities, impacts of neo-liberal globalization on access to health/healthcare for marginalized populations, social justice education, intersectionality and race/gender/class analysis. Teaching Areas: community health nursing, global health context of nursing, nursing education.
Leslie Beagrie Associate Professor Interim Master Stong College	School of Nursing	Research: education, evaluation, globalization, international, qualitative, methodology, maternal health, women Teaching Areas: health promotion, quality of life issues, women's health
Rachel Gorman Assistant Professor	School of Health Policy & Management	Research: Political economies of disability; Disability Arts and Culture movements; postcolonial and dialectical materialist approaches to understanding the social organization of disability; disability in the context of nationalisms, transnational imperialism, and national liberation; internationalist and anti-capitalist approaches to global healthcare provision. Teaching Areas: Social Determinants of Health, Public Policy and Disabilities, Uncovering the Body: Interdisciplinary Perspectives
Christo El Morr Undergraduate Program Director	School of Health Policy & Management	Research: Health Virtual Communities, e-Equity in Health, Performance Measurement, e-Education in Health, Patient e-Empowerment, Health knowledge Networks, e-Mental Health. Teaching Areas: Electronic Health records, Databases, Health Virtual Communities, eHealth, Information Systems Analysis and Design

7.2 Laboratory Resources

Not Applicable

7.3 Space

No additional space/ resources will be required. Class space will be used under the existing Global Health Program, dependent on projection estimations.

8 Calendar Copy for Global Health Minor

Honours Minor in Global Health

The Honours Minor program in Global Health comprises at least 30 (but no more than 42) credits in Global Health. These 30 credits must include:

HH/IHST 2010 6.00

HH/IHST 2000 3.00

HH/IHST 2100 3.00

HH/IHST 2200 3.00

At least 6.00 credits chosen from 4000 level courses (excluding IHST 4300 and IHST 4400)

Additional credits from the Global Health Core courses (excluding IHST 4300 and IHST 4400) for an overall total of at least 30 credits in Global Health.

9 Support Statements:

November 20, 2014

Letter of Support for a Minor in Global Health

**FACULTY OF
HEALTH**

Office of the Dean

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 736 5031
Fax 416 736 5760
healthdn@yorku.ca
www.health.yorku.ca

I am writing to express my strong support for the proposal for an undergraduate Minor in Global Health. This Minor will build upon and indeed complement the specialized Honors BA/BSc in the Global Health Program in the Faculty of Health.

With respect to faculty resources, the proposed Minor will build on and use faculty members who are already engaged in teaching courses and developing new courses for the Global Health BA/BSc Program. Thus, I do not see a need for additional faculty resources at this time. In the future, if there is substantial enrollment in the Minor program, then new faculty can be hired including part-time teachers funded through this enrollment growth. The BA/BSc Global Health Program is undergoing a phased implementation program for the next three years with an initial cohort of 57 students taken in in 2014/2015. If there is substantial interest in the Global Health Minor, then we can manage the overall faculty resourcing by altering the enrollment intake targets for the specialized honors degree program.

I do not see any additional space needs for including the proposed Minor. Also, the administrative support that we have in place for the specialized honors BA/BSc Global Health Program will be able to provide the necessary administrative support for students enrolled in the proposed Minor.

In brief, I believe that the proposed Minor in Global Health will be an important addition to our undergraduate education at York University. It fits directly with the Faculty of Health's and the University's academic priority on internationalization of the curriculum and student mix.

Sincerely,



Harvey Skinner, PhD, CPSych, FCAHS
Dean



Memo

To: Whom it my concern

From: Alice J Pitt, Vice Provost Academic

Date: December 4, 2014

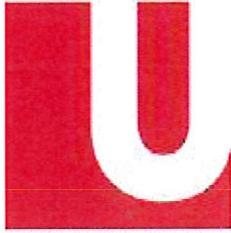
Subject: a New Minor in Global Health (Major Modification)

I have reviewed a draft of the proposal for a New Minor in Global Health along with the Dean's support letter.

At this stage of the process I would like to signal my support for this initiative. I will provide a full letter of support once the final version of the proposal and the support letters are provided to my office.



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New Proposed Undergraduate Minor in Global Health Statement of Library Support

York University Libraries

12th November 2014

Submitted by Thumeka Mgwigwi, Health Librarian

INTRODUCTION

This statement of library support for the proposed *Undergraduate Minor in Global Health* has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes the level of support currently provided by York University Libraries for the undergraduate courses in Global Health proposed to be offered in the Faculty of Health at Keele campus. The Libraries support Faculty of Health programs through collections, instructional services, research assistance, access to knowledge resources, supporting research dissemination and providing adaptive services.

COLLECTIONS SUPPORT

The multidisciplinary nature of Global Health draws strength from the collective knowledge of faculty members from the following existing programs, indicated along with their respective subject liaison librarians:

School of Health Policy and Management,	Thumeka Mgwigwi
Department of Psychology,	Thumeka Mgwigwi
School of Kinesiology & Health Sciences (KAHS),	Rajiv Nariani
Department of Economics,	Thumeka Mgwigwi
Department of Social Sciences,	Maura Matesic
School of Equity Studies,	Norda Majekodumni
School of Gender, Sexuality and Women's Studies,	Kalina Grewal
Department of Anthropology,	Kalina Grewal
School of Nursing,	Ilo-Katryn Maimets
School of Administrative Studies,	Sophie Bury
School of Environmental Science,	Dana Craig
Department of Sociology,	Kalina Grewal
Department of Political Science	Patti Ryan

Subject liaison librarians and the Libraries' collections support the teaching and learning needs of the faculty as well as the students enrolled in graduate and undergraduate programs in these areas.

Formats

The Libraries' collection comprises print, electronic, audio-visual, and microform resources in the form of monographs, journals, reference materials, films, videos, DVDs, government documents and statistics. Digital / electronic resources can be accessed from all libraries and off-campus through the York Libraries' web site.

Location of Resources

The print materials for courses are located primarily at the Scott Library and Steacie Science and Engineering Library. This includes materials on the Canadian health system, health systems of other countries, global health, social determinants of health, ethics, informatics and statistics. Print government documents and the microform collection are housed at Scott Library, and increasingly, national and international government documents are being made available online. Audio-visual resources are primarily located at the Sound & Moving Image Library with some resources at Steacie Science & Engineering Library. The Libraries also purchases French language resources, and these are primarily located at the Frost Library located at Glendon campus.

Reference materials

Print and digital specialized encyclopaedias, dictionaries, glossaries, handbooks, directories and bibliographies are available in the Libraries collections and as online resources.

Print & electronic books (e-books)

Monographs are purchased through our vendors, *YBP* and *Coutts*, although other sources of new titles are also used. Searches are also conducted in *WorldCat* to locate titles of relevance and interest. Librarians with subject specialties in health policy, nursing, kinesiology, psychology, government documents - both domestic and international, women's studies, social science, data and business can also provide input. Comprehensive approval plans are extensively supplemented by individual orders gleaned from reviewing journals, faculty publishing trends, vendor notification programs, publisher catalogues and faculty requests.

We have acquired a number of e-book packages from different publishers under consortial agreements as well as a significant number of e-book packages that are unique to York University. These can be accessed by the York academic community via the Libraries' catalogue and also by browsing the *Scholars Portal e-books* platform. Included are the *Canadian Public Policy* and the *Canadian Health Research Collections*, E-books from *SpringerLink* (2004 to present), *MyiLibrary*, *PsycBooks* and *Books@Ovid*.

Journals (including e-journals)

Given the interdisciplinary nature of the program, the journal collections are especially important and currency is emphasised. Online subscriptions are maintained for all significant periodicals, and back runs are acquired if available. The demand for periodicals, particularly online journals is increasingly fulfilled through our involvement and memberships in consortia. The Libraries take full advantage of these consortial purchases which provide online access to large sets of academic e-journals. York University's membership in two key consortia – the *Ontario Council of University Libraries (OCUL)* and the *Canada Research Knowledge Network (CRKN)* has afforded the York community to a wealth of electronic resources. Many journals are also made available directly from publishers' websites.

Relevant Databases & Indexes

The primary databases and indexes of relevance include *Medline (Pubmed)* and *Medline (Ovid)*, *Web of Science*, *Sociological Abstracts*, *PsycINFO*, *OECD iLibrary*, *EconLit*, *Scopus*, *CINAHL*, and but there are many others that address the multidisciplinary aspects of this program.

List of subject guides that would be useful for Global Health

Global Health: <http://researchguides.library.yorku.ca/globalhealth>

Health: <http://researchguides.library.yorku.ca/health>

Psychology: <http://researchguides.library.yorku.ca/psychology>

Health Industry Management:

<http://researchguides.library.yorku.ca/healthindustrymanagement>

Nursing: <http://researchguides.library.yorku.ca/nursing>

International Studies: <http://researchguides.library.yorku.ca/internationalstudies>

Disaster and Emergency Management:

<http://researchguides.library.yorku.ca/disasterandemergencymanagement>

Human Rights and Equity Studies: <http://researchguides.library.yorku.ca/humanrights>

Public Policy: <http://researchguides.library.yorku.ca/publicpolicy>

Social Sciences: <http://researchguides.library.yorku.ca/socialscience>

Anthropology: <http://researchguides.library.yorku.ca/anthropology>

Kinesiology: <http://www.library.yorku.ca/subjects/kinesiology>

Environmental Studies: <http://researchguides.library.yorku.ca/environmentalstudies>

Economics: <http://researchguides.library.yorku.ca/economics>

All of these subject guides are easily accessed from the Libraries' homepage and can be viewed from the indicated links.

Most databases possess the capability to link to full-text journal articles, should the Library subscribe to the parent journals. These databases are also compatible with *link resolver technology / SFX* so that users can go from a database citation to one of a

number of destinations, including the full-text of the document or a document delivery request form.

Theses & Dissertations

Should faculty require access to theses and dissertations, this is made available through *ProQuest Dissertations and Theses* database which provides full-text access to North American and European dissertations. International theses can be located through the *Networked Digital Library of Theses and Dissertations (NDLTD)* and other portals. Theses that are not available full-text can be requested through Interlibrary loan (ILL).

Government Documents

York University Libraries are a repository for the Government of Canada documents, and therefore the Libraries automatically receive materials produced and disseminated by federal government organizations through the Depository Services Program. Provincial documents from the Province of Quebec and the Province of Ontario are also collected in both campus libraries. A subject guide to locating government publications can be found here: <http://researchguides.library.yorku.ca/governmentpublications>

SUPPORTING TEACHING, LEARNING & RESEARCH SERVICES

Research Dissemination through Open Access Initiatives

York University Libraries have been generous in supporting Open Access and encourage submissions to OA journals. York University Libraries have directed a part of their collections funds to support faculty and graduate students' publishing endeavours by paying the Article Processing Charges for select OA publishers. Some of the supported publishers include *BioMed Central*, *Hindawi*, *Public Library of Science (PLoS)*, *BioOne*, and *Open Medicine*.

Faculty are invited to deposit their papers for publication in YorkSpace, York's institutional digital repository. The non-exclusive archiving of research in York's digital repository lends an institutional presence and increases York University's scholarly profile while protecting their work for future use.

For more information and to answer questions about Scholarly and Open Access Publishing, please see the website at:

http://researchguides.library.yorku.ca/open_access

LIBRARY SERVICES & SPACES

Specialized Liaison Librarians

Library support is provided primarily at the Scott Library, Steacie Science & Engineering Library, and Bronfman Business Library. Liaison librarians assist students and faculty with literature research, provide in-class workshops, develop research guides and help to manage and organize the research literature using citation management programs. In addition, the libraries provide research help by email, phone and by chat using our [Ask Chat with a librarian](#) that has extensive hours during the week and on weekends.

Intercampus Borrowing

Because some of the library collections extend over two campuses and since all students need easy access to materials, the Library provides an intercampus borrowing system at no charge. Students can submit a request online to have library materials delivered from one campus to the other by the following business day. Students can also use a free shuttle service to travel between campuses.

Interlibrary Loans/Resource Sharing and Off-Campus Resources

Undergraduate students and faculty have access to the collections of other university libraries through the interlibrary loan system called *RACER* (Rapid Access to Collections by Electronic Requesting). York University Libraries subsidize interlibrary loans for students and faculty who may borrow monographs through *RACER* at no cost. Additionally, undergraduate students can receive up to 25 journal articles for free in any single year and faculty may receive an unlimited number of articles through *RACER*.

All libraries in Ontario, except the University of Toronto, support a direct borrowing program that allows students and faculty to borrow materials when visiting other Ontario university libraries. Many Canadian Universities support reciprocal borrowing by graduate students and faculty.

Managing Research Results

All faculty and students have access to *RefWorks*, a web-based citation management program, to store and format citations to books, journal articles and other scholarly resources. The software is provided free-of-charge under a site license agreement paid for by the Library.

Many liaison librarians also provide support in the use of two free, web-based citation management systems: *Zotero*, an open source citation management system, and *Mendeley*, an Elsevier product.

Scholarly Publishing Services

York University Libraries provide an electronic journal hosting service for York-affiliated journals. This service is called *York Digital Journals* (YDJ). York University uses *Open Journal Systems* (OJS), an open source software platform developed by the. The YDJ team is happy to work with York community members to create new journals or migrate existing journals to an online environment. The libraries will provide training and troubleshooting help with the OJS software, as well as advice to ensure maximum exposure.

Health Tomorrow: Interdisciplinarity and Internationality is an open-access journal founded by members of the York Institute for Health Research (YIHR) published through the Libraries' publishing services. This peer-reviewed journal is dedicated to publishing innovative and diverse health scholarship from emerging and established academics from all disciplines. This digital journal offers another forum for students to become involved in interdisciplinary health research and share their findings with others in a collegial environment. We welcome you to our website, encourage you to browse around, and hope that you may be interested in making a submission to our current edition.

YorkSpace is York University's digital library of research outputs. It is a platform that enables York community members to post, organize and preserve their research online in an institutional context. It showcases the scholarship of the York University community through the use of a special standards-based software platform that collects usage statistics and promotes visibility on the web. The School of Kinesiology and Health Science has a growing number of research papers stored in *YorkSpace* and subsequently can be discovered using Google.

LIBRARY INSTRUCTIONAL SUPPORT FOR ACADEMIC LITERACIES

Information Literacy is an essential component of students' education. Without the skills to find, retrieve, evaluate and use information, students cannot participate fully in a university environment and a disciplinary culture. Critical engagement with information is an integral component of scholarly discourse and fundamental when involving students in teaching and learning.

Subject librarians align information literacy instruction with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education at:

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

York University Libraries has a very active information literacy program supporting both undergraduate and graduate students.

Instruction occurs at a variety of levels in the curriculum as part of the regular classroom schedule, and is often tied to specific assignments. Supplemental point-of-need assistance is available to students with assignments and research in the library through reference service, IM chat, e-mail, telephone and face-to-face consultations. Instruction is increasingly tailored to assignments and program needs by means of online learning tools such as *Captivate*, *Adobe Connect*, and course software such as *Moodle*. Liaison Librarians develop discipline-specific *Library Research Guides* as well as course-specific research guides, all available on the library homepage.

At the beginning of each academic term, the York University Libraries offer introductory research skills workshops geared to undergraduate students. These drop-in, hands-on workshops help students build essential skills to support learning and scholarly research at the undergraduate level. Online tutorials and short video-streamed seminars are available on the library homepage. In addition, undergraduate students are encouraged to attend one or more themed workshops offered by librarians, learning skills counsellors and writing specialists in the Learning Commons at Scott library and in Bethune College. These specialized workshops on a variety of topics related to learning skills, research and writing (e.g. essay-writing; editing; library research skills; time management; exam preparation; preparing an annotated bibliography, etc.) are designed to help students develop core academic literacies and are timed to match the evolving needs of students as the year progresses. Librarians also lead course-specific workshops in a library lab or in the classroom, by arrangement with individual faculty members. Finally, librarians are available to work with faculty members to develop a curriculum integrated approach to information literacy at the undergraduate level. Such an approach would embed information literacy instruction and principles throughout the entire degree program.

Scott Library Learning Commons

The new Scott Library Learning Commons brings together librarians, writing specialists, learning specialists and career advisors into a single, student-friendly space where students are welcome to drop-in for personal assistance with all aspects of the researching and writing processes. Professional staff can assist with choosing an appropriate research topic, identifying and evaluating the best scholarly materials on the topic, improving reading and note-taking skills, developing a thesis statement, preparing an outline and learning to edit the essay, formatting a bibliography, and more.

A variety of services for differently abled students is available by arrangement with Library Accessibility Services (LAS) located in Scott Library. LAS staff provide transcription services for required readings in alternate formats and retrieving of items

from the library stacks. The libraries also provide help with using adaptive technology located in the library.

CONCLUSION

As York University Libraries already support the Global Health Program, Library support for the proposed Undergraduate Minor in Global Health is solid. This support stems from collaborations between the Libraries and faculty members and the student community. York University Libraries look forward to maintaining this important working relationship so that the Libraries have the resources in place to support the Faculty of Health's plans for growth and diversification, as new courses are introduced and/or new faculty are appointed.

APPENDIX 1: LIBRARY STATISTICS (From 2012-13 York University Libraries Annual Report)

CIRCULATION	2010/2011	2011/2012	2012/2013
Scott			
Circulation Services	152,735	78,661	102,247
Reserves	53,803	46,314	43,347
Self Check	175,847	180,576	146,662
Total	382,385	305,551	292,256
Sound and Moving Image Library			
Circulation	62,193	54,322	44,214
Reserves	1,674	1,118	803
Total	63,867	55,440	45,017
Archives & Special Collections	2,497	3,674	3,123
Map Library			
Circulation	378	187	267
Reserves	1,167	747	235
GIS	33,914	10,763	2,427
Total	35,459	11,697	2,929
Bronfman			
Circulation	9,384	7,583	6,238
Reserves	8,922	7,262	7,015
Total	18,306	14,845	13,253
Frost			
Circulation	21,658	20,136	18,177
Reserves	3,015	2,225	1,812
Total	24,673	22,361	19,989
Steacie			
Circulation	12,387	9,817	7,244
Reserves	29,082	26,450	24,103
Self check	18,065	16,115	14,499
Total	59,534	52,382	45,846
Total Circulation	489,058	381,834	345,098
Total Reserves	97,663	84,116	77,315
Total Item Circulation	586,721	465,950	422,413
Renewals	378,775	420,534	387,429
Total Transactions	965,496	886,484	809,842
Nellie Rowell Langford Library	1,766	1,636	1,425
Education Resource Centre	14,495	15,485	14,021

*Bronfman self-check machine brought to Scott Library May 2010

USE OF ERESOURCES	2010/2011	2011/2012	2012/2013
Number of successful fulltext article requests	2,281,655	2,580,451	2,967,518
Number of database searches	11,009,527	11,373,598	11,942,278

LAPTOP LENDING	2010/2011	2011/2012	2012/2013
Scott	11,622	6,956	3,703
Bronfman	673	398	252
Frost	21	8	6
Steacie	2,025	1,335	581
Total	14,341	8,697	4,542

APPENDIX 1: LIBRARY STATISTICS

ITEMS SHELVED	2010/2011	2011/2012	2012/2013
Scott			
Circulation	705,670	646,382	512,582
Government Documents	7,234	7,039	4,799
Microtext	16,733	18,654	17,083
Reference	4,536	2,469	1,865
Reserves	25,194	9,679	4,999
Map Library	5,651	4,795	5,678
Archives & Special Collections	8,498	8,142	9,159
Bronfman	26,651	21,924	17,165
Frost	49,312	45,611	40,521
Steacie	74,005	65,344	57,931
Total	923,484	830,039	671,782

COLLECTION GROWTH	As of April-30-11	As of April-30-12	As of April-30-13
Print Volumes	2,320,405	2,326,764	2,365,014
Microform Units	4,137,244	4,166,311	4,182,047
Journal Titles/Other Subscriptions	5,078	4,952	4,653
Digital Journal Titles	58,989	76,494	80,560
Digital Monograph Titles	656,023	656,909	698,045
Media			
Maps	113,288	112,934	113,591
Aerial Photographs	5,046	5,051	5,051
GIS Data titles	614	684	684
Sound Recordings	41,613	43,302	43,591
Videocassettes	9,405	8,922	8,870
Films	2,792	2,708	2,679
DVDs	16,022	18,110	19,454
Manuscripts and Archives			
Manuscripts (Linear metres)	4,322	4,504	4,543
University Records (Linear metres)	910	918	925
Photographs (Linear metres)	394	395	4,972
Moving Image Archives (Linear metres)	88,938	88,955	89,004
Online Catalogue			
Bibliographic Records	2,250,552	2,631,128	
Authority records	563,120	576,747	
Titles Catalogued	78,259	380,207	193,230

*354 maps withdrawn in 11-12

DIGITAL COLLECTIONS @ York	2010/2011	2011/2012	2012/2013
Digital Items Created	8,919	14,739	30,124
Total Digital Items	39,533	54,355	86,605

APPENDIX 1: LIBRARY STATISTICS

RESOURCE SHARING		2010/2011	2011/2012	2012/2013
ILL, Interfilm	Total Lending	12,345	10,777	9,535
ILL, Interfilm	Total Borrowing	5,161	5,301	4,591

REFERENCE SERVICES		2010/2011	2011/2012	2012/2013
Scott				
Information Desk				
	Reference	2,543	9,341	8,343
	Other	36,252	21,389	10,252
	Total Transactions	38,795	30,730	18,595
Scott Reference				
	Reference	8,821	8,327	8,126
	Other	3,360	1,546	1,610
	Total Transactions	12,181	9,873	9,736
Sound and Moving Image				
	Reference	5,223	1,633	1,323
	Other		980	313
	Total Transactions	5,223	2,613	1,636
Map Library				
	Reference	3,414	1,083	676
	Other	2,253	1,499	1,726
	Total Transactions	5,667	2,582	2,402
Archives & Special Collections				
	Reference	1,281	1,285	140
	Other	192	224	211
	Total Transactions	1,473	1,509	351
Bronfman				
	Reference	5,559	5,970	5,073
	Other	14,214	15,487	15,278
	Total Transactions	19,773	21,457	20,351
Steacie				
	Reference	12,409	4,203	3,582
	Other	4,231	5,216	3,983
	Total Transactions	16,640	9,419	7,565
Frost				
	Reference	4,800	2,110	1,845
	Other	887	2,434	1,484
	Total Transactions	5,687	4,544	3,329
	Total Reference	44,050	33,952	29,108
	All Transactions	105,439	82,727	63,965
Virtual Reference		2,435	2,368	3,016
	Total	151,924	119,047	96,089

APPENDIX 1: LIBRARY STATISTICS

LIBRARY INSTRUCTION	2010/2011		2011/2012		2012/2013	
	Classes	Participants	Classes	Participants	Classes	Participants
Archives	26	401	31	801	33	563
Bronfman	133	4,220	115	3,338	98	2,868
Frost	70	2,425	64	2,169	73	2,628
Maps	31	835	48	1,423	39	891
Scott	300	10,027	347	13,099	382	14,298
Steacie	130	7,950	89	5,460	129	5,807
Total	690	25,858	694	26,290	754	27,055

LIBRARY ACCESSIBILITY SERVICES	2012/13
Pages Scanned	747,987
Total Texts Provided	1,882

STUDY SEATS	2012/13
Scott	2,108
Bronfman	321
Frost	236
Steacie	337
Total	3,002

Turnstile Count	2010/2011	2011/2012	2012/2013	2013/14
Scott	2,537,057	2,559,753	2,512,098	2,426,675
Bronfman	313,501	292,911	282,736	287,969
Frost	110,423	108,575	89,598	82,480
Steacie	382,513	432,640	382,120	278,995
Total	3,343,494	3,393,879	3,266,552	3,076,119

OPERATING BUDGET	2010/2011	2011/2012	2012/2013
Salaries	\$ 10,540,111	\$ 11,007,011	\$ 11,360,677
Part Time Assistance	\$ 963,609	\$ 908,958	\$ 772,729
Benefits	\$ 2,532,089	\$ 2,632,769	\$ 2,685,270
Subtotal	\$ 14,035,810	\$ 14,548,738	\$ 14,818,676
Collections	\$ 10,204,708	\$ 10,374,644	\$ 10,420,140
Binding	\$ 80,815	\$ 31,114	\$ 30,000
Subtotal	\$ 10,285,523	\$ 10,405,758	\$ 10,450,140
General operating	\$ 1,804,095	\$ 1,975,435	\$ 2,002,775
Total Expenses	\$ 26,125,428	\$ 26,929,931	\$ 27,271,591
Recovery	\$ 883,568	\$ 973,142	\$ 965,004
Total Expenses less recovery	\$ 25,241,860	\$ 25,956,789	\$ 26,306,587
Gifts in Kind	\$ 930,266	\$ 588,980	\$ 890,825

MEMORANDUM

YORK UNIVERSITY
LIBRARIES

Office of the
University Librarian

516 Scott Library
4700 Keele Street
Toronto ON
Canada M3J 1P3
Tel 416 736 5601
Fax 416 736 5451
www.library.yorku.ca

To: Dr. Mary E Wiktorowicz,
Associate Dean, Community & Global, Faculty of Health

From: Catherine Davidson, University Librarian 

Date: November 20, 2014

Subject: Library Support for the Proposed Minor in Global Health

The program in Global Health will draw upon a wide range of materials from a broad cross-section of subject areas. Thus, such a program will be well-served by the breadth of research level collections that York University Libraries provides.

The Libraries continue to build upon existing excellent support for studies in health through the acquisition of health-related journals, monographs, and critical multimedia resources. In addition to these more traditional formats, new library-driven initiatives are providing information in new and powerful ways, such as the health informatics module being developed collaboratively by the Ontario Council of University Libraries (OCUL) as part of the Geospatial Portal. This resource will provide faculty and students with ready access to extensive quantities of data, represented via highly visual presentations that support understanding and comprehension in a way that cannot be achieved easily with textual representations.

Librarians at York are actively acquiring new areas of expertise to support faculty and student research in health, including expertise in bioinformatics and evidence-based practice. Faculty, in turn, are increasingly collaborating with librarians to incorporate information literacy components into their curricula so students may fully benefit from the new technologies, resources and expert skills available at the libraries. Reference assistance continues to be offered both in the libraries and online, and students can follow up with subject specialist librarians in areas related to health for more in-depth consultations.

In conclusion, the Libraries are well-positioned to support this program and look forward to continuing to build the research collections to support curricula and research in the field of global health.

cc: Thumeka Mgwigwi, Health Policy and Management Liaison Librarian
Ilo-Katryn Maimets, Head, Steacie Science & Engineering Library
Adam Taves, Acting Associate University Librarian, Collections and Research





Memorandum

To:

Date: November 12, 2014

From: Don Hunt, University Registrar

Subject: **Proposal for an Undergraduate Minor in Global Health**

**OFFICE OF THE
UNIVERSITY
REGISTRAR**

Bennett Centre for
Student Services
4700 Keele Street
Toronto Ontario
Canada M3J 1P3
Tel 416.650.8002
Fax 416.650.8124

I am writing in response to the proposal as noted above. The Registrar's Office supports an Undergraduate Minor in Global Health with the following recommendation. Calendar Copy language should be included in the proposal in case any concerns arise pertaining to how degree requirements are laid out.

We look forward to working collaboratively through any implementation challenges not foreseen in the review of this proposal.

Thank you for the opportunity to review and comment.

Don Hunt
York University
University Registrar
phone: 416-736-2100 ext 70704
fax: 416-650-8124
Partners in Student Success



Hope you had

November 14, 2014

Dear Dean Skinner,

FACULTY OF HEALTH

School of Nursing

4700 Keele St.
Toronto ON
Canada M3J 1P3

Tel 416 736-5271
Fax 416 736-5714
nursing@yorku.ca

On behalf of the School of Nursing, I am submitting this letter of support for the offering of minor in Global Health. This minor degree will be available to students who are not pursuing an undergraduate degree in Global Health. Taking a minor in Global Health will enhance student's chosen program with specific and relevant information focused on global health issues and will complement the specialized Honours BA or BSc degrees in Global Health. While nursing students will not be able to take advantage of this minor in Global Health, as our students do not have room in our program for a minor degree, the School of Nursing will continue to contribute to teaching a number of courses in this Minor such as in the courses Foundations of Global Health Studies, Chronic Diseases and Care, and Communicable Diseases and Care.

The School of Nursing continues to be very pleased to be an active partner in the delivery of this degree both as a major and hopefully soon to be a minor since many nursing faculty have knowledge, expertise and a commitment to the promotion of global health. We continue to be committed to play an active role in the implementation of this unique interdisciplinary program.

Our School and faculty will support the development of courses in the minor program in Global Health working collaboratively with our partners in the other Schools as we work towards this goal. We continue to be proud of being part of a program that focuses on keeping people healthier longer not only regionally, nationally but now globally as well.

Sincerely,

A handwritten signature in cursive script that reads "Claire Mallett".

Claire Mallett RN, PhD
Director, School of Nursing
York University
(416) 736-2100, ext. 44541
cmallett@yorku.ca





November 11, 2014

To whom it May Concern:

This is a letter of support for the new proposal to offer a minor in global health in the Faculty of Health.

FACULTY OF HEALTH

**School of Health Policy
& Management**

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5157
F 416 736 5227
shpm@yorku.ca
www.yorku.ca/health/shpm

The field of Global Health, which is a relatively new field of academic study, is highly important to understanding the impact of globalization on health. It includes an exploration of contemporary issues, such as the gross disparity in the distribution of wealth and income between and within countries through a health equity lens. The insights gained through this field can help in developing new policy alternatives, which can further the analysis of neo-liberal globalization and the related crises of development and democracy that are part of an emerging trend in the North-South political discourse. Health policies designed from an equity perspective and a gender based analysis will assist the WHO and other international health agencies in reaching health goals in resource poor countries. Such policies, when applied and practiced, will advance human rights and social justice. This perspective is highly complementary to the current academic offering within the School of Health and Management which is based also based upon a social justice model.

The Global Health program is a new undergraduate program launched in Fall 2014 by the Faculty of Health. This new innovative program draws on curriculum from across the four units in the Faculty of Health (Health Policy & Management, Kinesiology & Health Science, Nursing, and Psychology). York University is a leader in developing a multidisciplinary degree in global health in Canada.

This innovative program is interdisciplinary in nature and offers students the opportunity to explore psychosocial, political and biophysical aspects of global health. The proposed minor will be offered to those students who are not enrolled in the Global Health BA and BSc programs and whose home program permits the addition of a minor. The minor is aimed to complement students' Honour's Degree program, allowing them to expand their interests and/or future goals from a Global Health perspective. It will prepare graduates with a global perspective on issues of human health and health equity in an increasingly pluralistic and interdependent world.

This type of innovative program offering will enhance students' understanding of current and future global health issues as well as promoting employment opportunities.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Lillie Lum".

Lillie Lum, Associate Professor
Acting Chair, School of Health Policy and Management



Professor Beryl Pilkington
Program Coordinator, Global Health BA and BSc
Faculty of Health
4700 Keele St., Toronto, ON
Canada M3J 1P3

FACULTY OF HEALTH

November 13 2014

**Office of the Chair
Department of
Psychology**

Re: Proposed Minor in Global Health studies

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Fax 416 736 5814
www.psych.yorku.ca

Dear Professor Pilkington,

I am delighted to write this letter of support for the proposed Minor in Global Health undergraduate studies.

The Global Health initiative speaks to a forward looking area of study, that is, we are all 'next door neighbours' on the planet. It only takes a quick glance at recent headlines about infectious diseases which know no borders to realize the need for a global not parochial perspective on health issues.

The proposed Minor in Global Health has potential for appeal to students in our Psychology undergraduate program, such as those who might be interested in pursuing post-graduate professional school studies in health care and those who wish to enrich their perspectives on cultural diversity and health care planning. The courses are wonderfully complementary to the Psychology Major curriculum not conflicting.

We have been pleased as a department to have collaborated in the development of this initiative. I have consulted with colleagues within Psychology and we are eager to see this proposal for an undergraduate Minor in Global Health studies come to fruition.

Please call me or email me if you have any questions. You can reach me at: jgoldber@yorku.ca

Sincerely,

A handwritten signature in cursive script that reads "Joel Goldberg".

Joel O. Goldberg, PhD, CPsych
Chair & Associate Professor,
Department of Psychology,
York University





Minor in Global Health
Michael Connor to: eng569
Cc: Angelo Belcastro

12/01/2014 12:14 PM

History: This message has been replied to.

Hi Diane,

Our Undergraduate Curriculum Committee supports the implementation of a Minor in Global Health.

Mike

--

Michael Connor Ph.D.
Associate Professor
Undergraduate Program Director
Kinesiology & Health Science
York University
4700 Keele St.
Toronto, ON
M3J 1P3

Phone: (416) 736-2100 ext.77206
Fax: (416) 736-5774



Re: Request for Letter of Support for proposed new Minor in Global Health
 Albert Schrauwers
 to:
 Diane England
 11/20/2014 09:48 AM
 Hide Details
 From: Albert Schrauwers <schrauwe@yorku.ca>
 To: Diane England <eng569@yorku.ca>,

Good morning Diane,
 You may use the email as an indication of our support. Albert

On Nov 20, 2014, at 9:41 AM, Diane England <eng569@yorku.ca> wrote:

Hello Prof. Schrauwers

Further to your email below, should we use this email as your indication of support or will you be providing us with a signed letter of support that we can affix to our proposal?

Kind regards
 Diane

Diane England

Program Assistant • Global Health • Faculty of Health

York University

019G HNES Building • 4700 Keele Street

Toronto ON • M3J 1P3

T 416.736.2100 ext 55028 • F 416-736-5078

eng569@yorku.ca • www.globalhealth.yorku.ca/

From: Albert Schrauwers <schrauwe@yorku.ca>
 To: Diane England <eng569@yorku.ca>,
 Cc: bpilking@yorku.ca
 Date: 11/12/2014 10:10 AM
 Subject: Re: Request for Letter of Support for proposed new Minor in Global Health

Good morning Beryl (and Diane),
 Anthropology has no objections to the minor and you can count on our support. Our majors cannot take our minor in medical anthropology (although they can take the courses) so this global health minor will serve as an excellent complement for those with interests in critical health studies. Albert

On Nov 11, 2014, at 2:10 PM, Diane England <eng569@yorku.ca> wrote:

Email sent on behalf of Beryl Pilkington, Program Coordinator, Global Health

Dear Prof. Schrauwers

A year ago, the Department of Anthropology contacted the Faculty of Health seeking support for a new Minor in Medical Anthropology, which we were pleased to provide. It is now our turn to seek your support for a proposed new Minor - this time, in Global Health. We would like to know, in particular, whether you have any questions or concerns about the proposed minor, and whether it would potentially be of interest to students majoring in Anthropology.

We would very much receiving your letter by Friday November 21, 2014. I apologize for the short time line. The draft proposal (attached) was only recently finished, and we need to obtain approval from the Faculty of Health Curriculum Committee in December in order to meet the approval deadlines at the University level.

Regards

Beryl Pilkington, RN; PhD
Associate Professor, School of Nursing
Program Coordinator, Global Health BA and BSc
Faculty of Health
York University
4700 Keele St.
Toronto, ON, M3J 1P3
Tel: 416-736-2100, ext. 30697

<Global Health Minor Proposal_DRAFT_Nov 11[2].docx>

Office of the Dean

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5284
F 416 650 8102
www.yorku.ca/fes

Memo

To: Faculty Senate

From: Noël Sturgeon, Dean

Date: November 17, 2014

Subject: Faculty of Health Proposal for new Minor in Global Health

I write in enthusiastic support of the application of the Faculty of Health's proposal for a new undergraduate minor in Global Health. The Faculty of Environmental Studies was delighted to form a partnership with Health in the Global Health and Environment concentration, and this new minor seems a logical step to strengthen the new Global Health BA and BSc. We are fully supportive of increasing access to students who wish to examine the important global contexts that impact issues of health for people and for communities.

Please let me know if you have any questions.



2. Proposal for Minor Changes to the Specialized Honours BHS in Health Management

The Curriculum Committee recommends the proposal to remove AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00 as degree requirements for the Specialized Honours BHS in Health Management in the School of Health Policy and Management be approved, effective Fall 2015.

3. Proposal for Honours Minor in Health Management

The Curriculum Committee recommends the proposal to increase the total required credits from 30 to 33 for the Honours Minor in Health Management in the School of Health Policy and Management be approved, effective Fall 2015.

Background/Rationale for items 2 & 3

1. HH/HLST 3250 6.00 is a more robust health management focused course than AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00. As such, health management majors will no longer have the option to take the administrative studies courses for major credit (although the ADMS courses will remain as course credit exclusions for HLST 3250).
2. The total credits required for the minor in health management is increased from 30 to 33 as a result of the increase of credit weight for HH/HLST 3250 from 3.00 to 6.00 effective Fall 2013.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Health Management (Specialized Honours BHS Program): 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the 	<p>Health Management (Specialized Honours BHS Program): 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the

Faculty of Liberal Arts & Professional Studies

- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.

Note 3: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit <http://health.info.yorku.ca/current-student-information/general-education-requirements/>.

Major credits: students must complete a minimum of 69 major credits (36 core course credits and 33 health management course credits) as follows:

Core Courses (36 credits)

AP/ECON 1000 3.00
AP/ECON 3510 3.00
HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00
HH/HLST 2020 3.00
HH/HLST 2030 3.00
HH/HLST 2040 3.00
HH/HLST 2300 6.00 or AP/ADMS 2300 6.00
HH/HLST 3010 3.00
HH/HLST 4000 3.00
HH/HLST 4010 3.00

Faculty of Liberal Arts & Professional Studies

- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.

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Core Courses (36 credits)

AP/ECON 1000 3.00
AP/ECON 3510 3.00
HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00
HH/HLST 2020 3.00
HH/HLST 2030 3.00
HH/HLST 2040 3.00
HH/HLST 2300 6.00 or AP/ADMS 2300 6.00
HH/HLST 3010 3.00
HH/HLST 4000 3.00
HH/HLST 4010 3.00

Health Management Courses (33 credits)

AP/ADMS 1000 3.00
HH/HLST 3230 3.00
HH/HLST 3400 3.00
HH/HLST 3250 6.00 or AP/ADMS 3525
3.00 and AP/ADMS 3526 3.00
HH/HLST 4200 6.00
HH/HLST 4210 3.00
HH/HLST 4250 3.00
HH/HLST 4330 3.00
select one of: HH/HLST 2060 3.00, HH/HLST
3015 3.00, HH/HLST 3240 3.00, HH/HLST 3540
3.00, HH/HLST 4320 3.00, AP/ADMS 2600
3.00, AP/ADMS 3120 3.00 or AP/ADMS 4525 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Honours Minor in Health Management

The Honours Minor program in Health Management comprises of at least 30 credits in health management. These include the following:

HH/HLST 1000 6.00 or HH/HLST 1010
3.00 and HH/HLST 1011 3.00
HH/HLST 2030 3.00
HH/HLST 3010 3.00
HH/HLST 3230 3.00
HH/HLST 3250 3.00
HH/HLST 3400 3.00
HH/HLST 4010 3.00 or HH/HLST 4000 3.00
HH/HLST 4210 3.00
HH/HLST 4250 3.00 or HH/HLST 4330 3.00

Course Substitutes

Subject to course exclusions, program requirements/restrictions and residence requirements, the following courses are acceptable substitutes for the purpose of meeting

Health Management Courses (33 credits)

AP/ADMS 1000 3.00
HH/HLST 3230 3.00
HH/HLST 3400 3.00
HH/HLST 3250 6.00
HH/HLST 4200 6.00
HH/HLST 4210 3.00
HH/HLST 4250 3.00
HH/HLST 4330 3.00
select one of: HH/HLST 2060 3.00, HH/HLST
3015 3.00, HH/HLST 3240 3.00, HH/HLST 3540
3.00, HH/HLST 4320 3.00, AP/ADMS 2600
3.00, AP/ADMS 3120 3.00 or AP/ADMS 4525 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 level or 4000 level, including at least 18 credits at the 4000 level.

Electives: additional credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill upper-level credits.

Honours Minor in Health Management

The Honours Minor program in Health Management comprises of at least 33 credits in health management. These include the following:

HH/HLST 1000 6.00 or HH/HLST 1010
3.00 and HH/HLST 1011 3.00
HH/HLST 2030 3.00
HH/HLST 3010 3.00
HH/HLST 3230 3.00
HH/HLST 3250 6.00
HH/HLST 3400 3.00
HH/HLST 4010 3.00 or HH/HLST 4000 3.00
HH/HLST 4210 3.00
HH/HLST 4250 3.00 or HH/HLST 4330 3.00

Course Substitutes

Subject to course exclusions, program requirements/restrictions and residence requirements, the following courses are acceptable substitutes for the purpose of meeting

program requirements:

Program Course	Course Substitutes
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005), AS/POLS 2100 6.00 (prior to summer 2003), AS/POLS 2610 6.00 (prior to summer 2003), GL/POLS 2600 6.00
AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00	HH/HLST 3250 3.00 plus any HLST 3000 3.00 or 4000 3.00 level elective (prior to summer 2013)
HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 2300 6.00	HH/KINE 2049 3.00 and HH/KINE 2050 3.00 or HH/PSYC 2021 3.00 and HH/PSYC 2030 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

program requirements:

Program Course	Course Substitutes
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to summer 2005), AS/POLS 2100 6.00 (prior to summer 2003), AS/POLS 2610 6.00 (prior to summer 2003), GL/POLS 2600 6.00
HH/HLST 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 2300 6.00	HH/KINE 2049 3.00 and HH/KINE 2050 3.00 or HH/PSYC 2021 3.00 and HH/PSYC 2030 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00