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MEMORANDUM**ATTENTION**

Senate

DATE

July 4, 2014

FROM

Gordon Myers, Chair
Senate Committee on
Undergraduate Studies

PAGES

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RE:

Faculty of Health Sciences (SCUS 14-25)

A handwritten signature in black ink, appearing to read "Gordon Myers", is written over a horizontal line.

For information:

Acting under delegated authority at its meeting of July 3, 2014 SCUS approved the following curriculum revisions effective Summer 2015.

1. New course proposal: HSCI 333-3, Red, Hot, and True: A Semester of Blood
2. Course number and prerequisite change to HSCI 309



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

FACULTY OF HEALTH SCIENCES

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MEMORANDUM

TO: Gord Myers and the Senate Committee on Undergraduate Studies

FROM: Mark Lechner, Director, Undergraduate Programs, Faculty of Health Sciences

RE: SCUS Agenda Items

DATE: June 18, 2014

On May 15, 2014 the Faculty of Health Sciences Undergraduate Studies Committee approved the following new course: HSCI333 "Red, Hot, and True: A Semester of Blood". On June 12, 2014 the Committee also approved changes to HSCI309 "Health and the Built Environment".

Please place this item on the agenda for the next SCUS meeting.

Regards,

Mark S. Lechner

FACULTY OF HEALTH SCIENCES
BLUSSON HALL, ROOM 11300,
SIMON FRASER UNIVERSITY,
8888 UNIVERSITY DRIVE,
BURNABY BC,
CANADA, V5A 1S6



COURSE SUBJECT/NUMBER HSCI333

COURSE TITLE

LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Red, Hot, and True: A Semester of Blood

AND

SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Semester of Blood

CAMPUS where course will be taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.

Examines blood via biological, laboratory/clinical, societal, and symbolic contexts and the interplay of those contexts. The dynamic interactions of blood at multiple levels in our bodies and between people reveal that it is not a static or discrete tissue and allows us to appreciate the human body as a whole and health, disease, and identity as a continuum.

REPEAT FOR CREDIT



NO



YES

How many times?

Within a term?



YES



NO

LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Library report status

RATIONALE FOR INTRODUCTION OF THIS COURSE

The course is designed to span the 'cell to society' vision in the Faculty of Health Sciences and be accessible to BA and BSc students alike. The course has run successfully as a Special Topics course (HSCI372-3) for two semesters with enrollment of 75 students both semesters.

SCHEDULING AND ENROLLMENT INFORMATION

Indicate effective **term and year** course would first be offered and planned **frequency** of offering thereafter:

SUMMER 2015

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate:



CREDITS

Indicate number of credits (units): 3

Indicate number of hours for:	Lecture	Seminar	Tutorial	Lab	Other
		2		1	

FACULTY Which of your present CFL faculty have the expertise to offer this course?

Mark Lechner

WQB DESIGNATION (attach approval from Curriculum Office)

PREREQUISITE

Does this course replicate the content of a previously-approved course to such an extent that students should not receive credit for both courses?

If so, this should be **noted in the prerequisite**.

60 units and completion of one of: HSCI100, BISC100, BISC101 or BISC102 with a minimum grade of C-. Students who have completed HSCI372 in Spring 2013 or Fall 2013 may not take HSCI333 for further credit.

COREQUISITE

STUDENT LEARNING OUTCOMES

Upon satisfactory completion of the course students will be able to:

1. Describe the basic components of blood, its origins and development, and the interactions of blood in the human body
2. Categorize and differentiate diseases of blood and conditions producing these
3. Explain the multiple roles of blood as an indicator of disease, health, and identity
4. Synthesize major concepts and properties of blood in effective visual and written communication formats
5. Evaluate and analyze laboratory studies of blood

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO



RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS

Articulation agreement reviewed? ☐ YES ☐ NO ☒ Not applicable

Exam required: ☒ YES ☐ NO

Criminal Record Check required: ☐ YES ☒ NO

APPROVALS: APPROVAL IS SIGNIFIED BY DATE AND APPROPRIATE SIGNATURE.

- 1 Departmental approval indicates that the Department or School has approved the content of the course, and has consulted with other Departments/Schools/Faculties regarding proposed course content and overlap issues.

Chair, Department/School

Date

Chair, Faculty Curriculum Committee

Date

- 2 Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/School/Department commits to providing the required Library funds.

Dean or designate

Date

LIST which other Departments, Schools and Faculties have been consulted regarding the proposed course content, including overlap issues. Attach documentary evidence of responses.

Other Faculties' approval indicates that the Dean(s) or Designate of other Faculties AFFECTED by the proposed new course support(s) the approval of the new course:

Date _____

Date _____

- 3 SCUS approval indicates that the course has been approved for implementation subject, where appropriate, to financial issues being addressed.

COURSE APPROVED BY SCUS (Chair of SCUS):

Date _____



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

☒ Course number ☐ Credit ☐ Title ☐ Description ☒ Prerequisite ☐ Course deletion ☒ Learning Outcomes

Indicate number of hours for: Lecture 3 Seminar - Tutorial - Lab -

FROM

Course Subject/Number HSCI 309

Credits 3

TO

Course Subject/Number HSCI 403

Credits no change

TITLE

(1) Long title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM:

Health and the Built Environment

TO:

Health and the Built Environment

(2) Short title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM:

TO:

DESCRIPTION

FROM:

DESCRIPTION

TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be **noted in the prerequisite**.

FROM:

60 units including one HSCI course.

PREREQUISITE

TO:

60 units including HSCI 330. Students with credit for HSCI 309 may not complete this course for credit.

LEARNING OUTCOMES

You will have learned successfully in this course if it enables you to:

1. Explain how the built environment impacts the health of individuals and communities.
2. Describe and appreciate key historical and current perspectives on the relationship between the built environment and public health.
3. Identify features of the built environment that interact with health and safety.
4. Identify studies, critique methods and findings, and apply lessons from public health, urban planning and other domains to current and future problems.
5. Propose innovative, sustainable options for healthier living in our own urban communities, with application to real-world situations.

RATIONALE

This revised class will include discussion and critique of literature related to health and the built environment, including assessments of epidemiological literature. Completion of HSCI 330 (herein proposed prerequisite) will ensure that students are prepared for this task. The depths of discussion and written contributions for this course correspond with a 4th year level.

Effective term and year SUMMER
Spring 2015