



8888 University Drive,
Burnaby, BC
Canada V5A 1S6

TEL: 778.782.4636
FAX: 778.782.5876

avpcio@sfu.ca
www.sfu.ca/vpacademic

MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Chair
Senate Committee on
Undergraduate Studies
RE: New Course Proposals

DATE September 14, 2018
PAGES 1/1

A handwritten signature in blue ink, which appears to read "Wade Parkhouse", is written over the "PAGES" field and extends into the right margin.

For information:

Acting under delegated authority at its meeting of September 13, 2018 SCUS approved the following curriculum revisions effective Summer 2019.

a. Beedie School of Business (SCUS 18-52)

(i) New Course Proposal: BUS 415-3, Applied Portfolio Management (*Summer 2019*)

b. Faculty of Health Sciences (SCUS 18-53)

(i) New Course Proposal: HSCI 496-3, Special Topics in Experiential Global Health Learning

COURSE SUBJECT NUMBER

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

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

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

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Explores how investment selections can be used to form different portfolios, how to assess the ex-ante risk of those portfolios, and how to analyze portfolio performance. There will be a strong emphasis on ethics, development of investment policy, and integration of environmental, social, and governance in portfolio management.

REPEAT FOR CREDIT ☐ YES ☒ NO 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 the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

Library review done?

RATIONALE FOR INTRODUCTION OF THIS COURSE

This class was offered in Spring 2018 as a special topics course. It is taken by the BEAM (Beedie Endowment Asset Management) group of students who are engaged in investing \$7 million of the Beedie Endowment Funds at SFU. The students are undergraduate students who have applied for and been admitted to the BEAM Group after an extensive interview process. The students commit to be part of the BEAM Group for two years.

Following four years where BEAM was supported by a single academic course, the second class was added in 2018. The second class was added to adapt to the asset management industry's move toward a more quantitative approach to portfolio formation and analysis. The second class also reinforces the emphasis on sustainability in investment, which has become more important for the industry.

The second class has enhanced the professionalism of the BEAM program. It should continue as permanent part of the Undergraduate Program.

SCHEDULING AND ENROLLMENT INFORMATION

Term and year course would first be offered (e.g. FALL 2016) Summer 2019

Term in which course will typically be offered ☒ Spring ☐ Summer ☐ Fall

Other (describe)

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

What is the probable enrollment when offered? Estimate: 10 students

UNITS

Indicate number of units: 3

Indicate no. of contact hours: ☐ Lecture 3 ☐ Seminar ☐ Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Derek Yee, Peter Klein

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

BUS 318, BUS 360W, 60 units.

EQUIVALENT COURSES

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

Students who have taken BUS 493 when the subject of the course was Portfolio Management may not take this course for further credit.

FEES

Are there any proposed student fees associated with this course other than tuition fees?

☐

YES

☒

NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)**RESOURCES**

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

OTHER IMPLICATIONS

Final exam required

☐

YES

☒

NO

Criminal Record Check required

☐

YES

☒

NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Stephen Spector

COURSE SUBJECT **HSCI**NUMBER **496**

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

Special Topics in Experiential Global Health Learning

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

Experiential Global HealthCAMPUS where course will be normally taught: ☐ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☒ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

A focus on inter-disciplinary approaches to understanding and addressing the global burden of disease and health inequities in socially and culturally diverse global settings. The intensive format is designed to foster hands-on, experiential learning in key principles and practices of global health, preparing students for research and practice.

REPEAT FOR CREDIT ☒ YES ☐ NO Total completions allowed **2** Within a term? ☐ YES ☒ NO**LIBRARY RESOURCES**

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RATIONALE FOR INTRODUCTION OF THIS COURSE

This intensive course is designed to provide advanced undergraduate and graduate students with experiential mentorship in health sciences research and practice in a global context. It is designed to meet the priority for high quality, ethical and socially responsible international learning experiences identified by the Faculty of Health Sciences, SFU's International Engagement Strategy, and increasing demand and interest from FHS students in international and experiential learning opportunities to complement the didactic instruction currently offered on-campus. This course would also support FHS program accreditation by the Council for Education on Public Health (CEPH) by increasing opportunities for experiential education. It aims to prepare students for research and practice by providing a hands-on, intensive, experiential learning experience in which students will learn and apply key practices and principles of global health within socially and culturally diverse contexts and communities (e.g., South Africa, the Mexico-U.S. border region).

Prior versions of the proposed field course have been offered in South Africa in 2016, 2017, and 2018 (Instructors: Kaida, Steinberg) as well as at the Mexico-U.S. border in 2018 (Instructor: Goldenberg). These initiatives have been highly successful, attracting high-caliber senior undergraduate seeking applied training within global settings. Student feedback regarding these experiences has consistently demonstrated their unique value in supporting experiential, hands-on, and applied learning for students.



SCHEDULING AND ENROLLMENT INFORMATION

Term and year course would first be offered (e.g. FALL 2016)

Term in which course will typically be offered ☒ Spring ☒ Summer ☒ Fall

Other (describe)

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

What is the probable enrollment when offered? Estimate:

UNITS

Indicate number of units:

Indicate no. of contact hours: Lecture Seminar Tutorial Lab Other; explain below

OTHER

FACULTY

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

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE



EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

EXPECTED OUTCOMES: Upon completion of this course, students should be able to:

- Describe interdisciplinary aspects of current prevention, treatment, and care initiatives for key infectious and non-infectious diseases of global public health priority
- Describe how complex, intersecting inequities and processes fuel one or more infectious or non-infectious conditions of global public health priority
- Critically assess the connections between health inequities, social and structural determinants, and access to and outcomes of public health interventions in the global south
- Cultivate a global academic and professional network
- Develop skills in community engagement and cultural sensitivity



RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Angela Kaida & Shira Goldenberg