

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Academic Programs Committee of Council

DATE OF MEETING: January 23, 2013

SUBJECT: College of Arts and Science – BA&Sc in Health Studies

DECISION REQUESTED:

It is recommended:

That Council approve the Bachelor of Arts and Science Honours and Four-year degree programs in the field of Health Studies from the College of Arts and Science.

PURPOSE:

The proposal is for a new academic program at the University of Saskatchewan. New programs require approval by University Council.

SUMMARY:

The proposed Health Studies program adopts an interdisciplinary perspective that emphasizes how the various aspects of health and wellness can only be understood within the context of the myriad of systems internal and external to the individual. Within this systems perspective, the person occupies a central position and individual factors such as biology, genetics, personality, attitudes and abilities all impact upon health and development.

Recognizing the importance of all inter-connected systems, the Health Studies program is organized around three streams of study, each focusing on a specific systemic level: (1) *Biology, Development and Health* concentrates on the biological and psychosocial processes influencing health; (2) *Individual, Society and Health* focuses on how the individual and interactions between the individual and others within the immediate societal setting affects health; (3) *Culture, Environment and Health* emphasizes the importance of cultural processes and environmental adaptation as factors affecting health.

Graduates from the program will be prepared for employment in the diversifying field of health care. The program is also designed to include recommended pre-requisites for the study of medicine at the U of S College of Medicine. Furthermore, graduates will be considered by the College of Nursing for the possibility of admission to a Post Degree BSN program. The Departments of Psychology, Sociology, and Biology would consider graduates for admission to their graduate programs (and would likely be considered by other graduate programs in parallel disciplines at other universities). The BA&Sc program will begin with a small cohort and is hoped to grow over time, with the inclusion of other future purposes for the program.

New courses

HLST 110.3 Introduction to Health Studies

HLST 210.3 Introduction to Quantitative and Qualitative Research Methods in Health Studies

HLST 310.3 Theories and Applications in Health Studies

HLST 410.6 Honours Thesis in Health Studies

REVIEW:

The Academic Programs Committee discussed this program with Psychology faculty Valerie Thompson and Ulrich Teucher, and Arts and Science program director Alexis Dahl at its meeting on December 17, 2013. It also noted in an email from Vice-Dean Linda McMullen that two tenure-track positions are available for the program: one from the College and one from the Division of Social Sciences.

During its review of the proposal, the committee noted that the program is in a new field of study for the University of Saskatchewan, and that high school students and first year students may be unfamiliar both with the field of study and with the program requirements. The committee also noted that the requirements of the program are such that it is important for students to take the introductory course as early as possible in their university career, so that they can determine whether they want to pursue this program, and can apply for entrance. The committee asked that the college confirm that it had sufficient advising resources for the program (see letter attached). The committee also asked the college to consider offering the HLST 110 course at Summer Session if possible, so that students might have the opportunity to take this course prior to or following their first year.

As is now its practice with new undergraduate programs, the committee asked the college to undertake to review the program after a period of time, to ensure that it was developing as expected. The commitment to review the program is now noted in the College Statement.

ATTACHMENTS:

Proposal documents; letters of support; letter from college regarding advising resources



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Health Studies

Degree(s): Bachelor of Arts and Science (BA&Sc)

Field(s) of Specialization: Health Studies

Level(s) of Concentration: Honours, Four-year

Option(s):

Degree College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

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Proposed date of implementation: September 2014

Proposal Document

3. RATIONALE

The proposed Health Studies program adopts an interdisciplinary perspective that emphasizes how the various aspects of health and wellness can only be understood within the context of the myriad of systems internal and external to the individual. Within this systems perspective, the person occupies a central position and individual factors such as biology, genetics, personality, attitudes and abilities all impact upon health and development. However, the systems perspective also highlights that individuals develop and act within specific cultural, social, and environmental contexts that both influence and are influenced by the individual. Health, then, is both an individual and a collective matter, and so the factors affecting health range broadly. Human biology, the relationship between the individual and among individuals, the immediate social and cultural context, and broader historical and environmental forces all come into play when assessing health. In addition, human efforts to organize and promote health and to provide health care intersect with governmental, socio-political and religious ideologies, and cultural values. Finally, specific economic, ecological and environmental circumstances shape both sickness and recovery.

Recognizing the importance of all inter-connected systems, the Health Studies program is organized around three streams of study, each focusing on a specific systemic level: (1) *Biology, Development and Health* concentrates on the biological and psychosocial processes influencing health; (2) *Individual, Society and Health* focuses on how the individual and interactions between the individual and others within the immediate societal setting affects health; (3) *Culture, Environment and Health* emphasizes the importance of cultural processes and environmental adaptation as factors affecting health.

The curriculum of the Health Studies program provides students with both in-depth exposure as well as breadth within and across streams. Students in all streams will have the opportunity to engage with the subject of health in various approaches, from positivist science to critical and interpretive social science and the humanities, using both quantitative and qualitative methodologies. As such, the program aims to provide graduates with a rounded systemic perspective of the various contextual and inter-related factors contributing to health and the means by which these factors can be examined in an effort to promote a healthier global population.

Graduates from the program will be prepared for employment in the diversifying field of health care. The program is also designed to include current pre-requisites for the study of medicine at the UofS College of Medicine. Furthermore, graduates will be considered by the College of Nursing for the possibility of admission to a Post Degree BSN program. The Departments of Psychology, Sociology, and Biology would consider graduates for admission to their graduate programs (and would likely be considered by other graduate programs in parallel disciplines at other universities). The BA&Sc program will begin with a small cohort and is hoped to grow over time, with the inclusion of other future purposes for the program.

Streams of Concentration

a. Biology, Development, and Health: This stream emphasizes health and in the context of the development of the human being from the cellular and biosystems levels to the level of human health experience. Students focusing on this stream will explore basic biological and physiological processes and how these influence healthy social and emotional development throughout the life span.

b. Individual, Society, and Health: Focusing on health at the level of the individual, this stream emphasizes those processes and factors that affect an individual's health and sickness, including the role of foods and nutrition in disease risk and prevention. Students focusing on this stream will develop an appreciation for how an individual human's health is a function of both between physiology and function, on one hand, and social structure on the other.

c. Culture, Environment, and Health: Focusing on health at the level of the community and culture, this stream emphasizes large scale processes and factors that influence human health. Students focusing on this stream will develop a multidimensional understanding of the role of cultural and community processes in health and healing and an appreciation for how groups interact with their environment in healthy and unhealthy ways.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Health Studies

Health Studies is a distinct interdisciplinary undergraduate program that builds on and combines science, social sciences, and humanities/fine arts. Grouped around a set of core courses, this program offers a wide range of courses across the College of Arts and Sciences. The Health Studies program adopts an integrative perspective that emphasizes how the various aspects of health and wellness, including mental health, are understood within the context of interrelated systems such as individual, society, culture, and the environment. Within this systems perspective, the person occupies a central position and individual factors such as biology, genetics, personality, attitudes and abilities all impact upon health and development.

Students who plan to apply to a professional program (e.g. Medicine, Nursing, Occupational Therapy, Physical Therapy, etc.) should consult the admission requirements for that program for guidance in choosing their program concentration and electives.

Students who are considering applying to Graduate programs should consult with an Advisor in the specific Department to which they intend to apply (at the University of Saskatchewan or other institution) to determine whether additional courses in the specific discipline will be required for admission. In some cases these requirements may be met by careful selection of electives.

Major Average

The major average in the BAsc Health Studies includes grades earned in:

- All courses listed in the Major Requirement (J3): 57 credit units for 4 year and 63 credit units for Honours

Residency Requirement in the Major

To receive a degree in Health Studies, students must complete at least two-thirds of the coursework from the University of Saskatchewan). See Residency (link) for additional details.

Bachelor of Arts and Science Honours and Four-year (B.A.&Sc.) – Health Studies

J1 Science Distribution Requirement (18 credit units)

- BIOL 120.3
- BIOL 121.3
- CHEM 112.3
- CHEM 250.3

Choose **3 credit units** from the following:

- GEOG 120.3
- GEOL 121.3
- GEOL 122.3
- PHYS 115.3

Choose **3 credit units** from the following:

- MATH 110.3
- MATH 125.3 (recommended)

J2 Arts Distribution Requirement (18 credit units)

- [PSY 120.3](#) (formerly half of PSY 110)
- [PSY 121.3](#) (formerly half of PSY 110)

Choose **3 – 6 credit units** from the following:

- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)

Choose **6 - 9 credit units** from the following:

Note that many of the required courses described below have first year prerequisites. ANTH 111.3, ECON 111.3, GEOG 130, 3 credit units 100-level HIST, NS 107.3, SOC 111.3, SOC 112.3, WGST 112.3 are recommended options.

- | | |
|------------------------------|-----------------------------|
| • ANTH 111.3 | • ART 111.6 |
| • ARCH 112.3 | • ART 112.6 |
| • ARCH 116.3 | • ART 113.6 |

- [ART 136.3](#)
- [ART 141.3](#)
- [ART 161.3](#)
- [ARTH 120.3](#)
- [ARTH 121.3](#)
- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CMRS 110.3](#)
- [CMRS 111.3](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [DRAM 101.3](#)
- [DRAM 104.6](#)
- [DRAM 110.3](#)
- [DRAM 113.3](#)
- [DRAM 118.3](#) (formerly DRAM 116)
- [DRAM 119.3](#) (formerly DRAM 117)
- [DRAM 121.3](#)
- [ECON 111.3](#)
- [ECON 114.3](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GEOG 130.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [HIST 110.3](#)
- [HIST 111.3](#)
- [HIST 114.6](#)
- [HIST 120.6](#)
- [HIST 121.3](#)
- [HIST 122.3](#)
- [HIST 151.3](#)
- [HIST 152.3](#)
- [HIST 170.6](#)
- [INTS 101.12](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LING 110.3](#)
- [LING 111.3](#)
- [LING 112.3](#)
- [LIT 100.6](#)
- [MUS 101.3](#)
- [MUS 105.3](#)
- [MUS 111.3](#)
- [MUS 120.2](#)
- [MUS 121.2](#)
- [MUS 133.3](#)
- [MUS 134.3](#)
- [MUS 150.3](#)
- [MUS 151.3](#)
- [MUS 184.3](#)
- [NS 107.3](#)
- [PHIL 110.6](#)
- [PHIL 120.3](#)
- [PHIL 133.3](#)
- [PHIL 140.3](#)
- [POLS 111.3](#)
- [POLS 112.3](#)
- [RLST 110.6](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SOC 111.3](#)
- [SOC 112.3](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- [WGST 112.3](#)
- Any senior-level fine arts, humanities or social sciences course, provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Arts Distribution Requirement.
- [CLAS 103.3](#), [CLAS 104.3](#), [CLAS 105.3](#), [CLAS 106.3](#), and [NARTH 101.3](#) may not be used to fulfill the Arts Distribution Requirement.
- Statistics courses in social sciences are not accepted for credit toward the Arts Distribution Requirement (eg. [ECON 204.6](#), [PSY 233.3](#), [PSY 234.3](#), [SOC 225.3](#) and [SOC 325.3](#)).

J3 Major Requirement (Four-year: 57 credit units); (Honours: 63 credit units)

- HLST 110.3
- HLST 210.3
- HLST 310.3
- HLST 410.6 (honours program only)

Students must choose one of the following options upon entering the Health Studies program. Concentration within a stream of study, including specific clusters of courses, facilitates depth in specific areas, thus facilitating job training in particular areas or further study in specific disciplines. The approved courses within each stream are listed, but other appropriate courses may be approved by the Program Chair.

Option A: Biology, Development and Health (48 credit units)

This stream emphasizes health in the context of the development of the human being from the cellular and biosystems levels to the level of human health experience. Students focusing on this stream will explore basic biological and physiological processes and how these influence healthy social and emotional development throughout the life span.

Within Option A, students must take courses from at least 4 subjects.

A1. Choose **one** of the following Science clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Development and Body Systems:

- BIOL 224.3
- BIOL 226.3
- Choose **one** of the following:
 - 1) BMSC 220.3 (BMSC 220 requires BMSC 200.3 as a prerequisite. This course may be used to fulfill requirement A5.) and ACB 330.3;
 - 2) Any two of BIOL 317.3, BIOL 318.3, or BIOL 361.3;
 - 3) Any two of PHPY 302.3, PHPY 303.3, or ACB 310.3

ii. Neuroscience:

- BIOL 224.3
- Any two of PHPY 301.3, BIOL 317.3, or HSC 350.3
- One of BIOL 430.3 or PHPY 404.3 (PHPY 404 requires PHPY 304.3 and PHPY 305.3 as prerequisites. These courses may be used to fulfill requirement A5.)

A2. Choose one of the following Arts clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Developmental Psychology:

- One of PSY 207.3, PSY 223.3, PSY 256.3, or PSY 260.3
- One of PSY 213.3, PSY 214.3, PSY 216.3
- PSY 315.3 or PSY 317.3
- One of PSY 316.3, PSY 318.3, or PSY 418.3

ii. Brain and Behaviour:

- One of PSY 223.3, or PSY 260.3
- PSY 242.3 or PSY 246.3
- Any two of PSY 343.3, PSY 344.3, PSY 347.3, PSY 348.3, or PSY 448.3

A3. Statistics

- PSY 233.3
- PSY 234.3

* Students who are not eligible to take PSY 233 or PSY 234 as a result of having previously taken a different Statistics course(s) must consult the Program Chair to determine the effect on their program requirements. Equivalent

courses will be accepted, but their designation as Science or Social Science courses may cause the program requirements below to be revised.

A4. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher.

- | | |
|-------------------|--------------|
| • ACB 310.3 | • BIOL 430.3 |
| • ACB 330.3 | • BMSC 220.3 |
| • BIOL/BMSC 224.3 | • HSC 350.3 |
| • BIOL 226.3 | • PHPY 301.3 |
| • BIOL 317.3 | • PHPY 302.3 |
| • BIOL 318.3 | • PHPY 303.3 |
| • BIOL 361.3 | • PHPY 404.2 |

A5. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher.

- | | |
|-------------------|--------------|
| • ACB 310.3 | • FABS 360.3 |
| • ACB 330.3 | • FABS 362.3 |
| • BIOL/BMSC 224.3 | • FABS 371.3 |
| • BIOL 226.3 | • FABS 430.3 |
| • BIOL 228.3 | • HSC 350.3 |
| • BIOL 317.3 | • MCIM 308.2 |
| • BIOL 318.3 | • MCIM 309.3 |
| • BIOL 324.3 | • MCIM 321.3 |
| • BIOL 361.3 | • MCIM 423.3 |
| • BIOL 363.3 | • NUTR 120.3 |
| • BIOL 373.3 | • PHPY 301.3 |
| • BIOL 410.3 | • PHPY 302.3 |
| • BIOL 412.2 | • PHPY 303.3 |
| • BIOL 430.3 | • PHPY 304.3 |
| • BIOL 436.3 | • PHPY 305.3 |
| • BIOL 470.3 | • PHPY 402.3 |
| • BIOL 475.3 | • PHPY 404.2 |
| • CHEM 375.3 | • TOX 300.3 |
| • BMSC 200.3 | • TOX 301.3 |
| • BMSC 210.3 | • TOX 302.3 |
| • BMSC 220.3 | • TOX 310.3 |
| • FABS 210.3 | • TOX 320.3 |
| • FABS 212.3 | • TOX 321.3 |
| • FABS 323.3 | • TOX 403.3 |
| • FABS 325.3 | • TOX 412.3 |

A6. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher.
PHIL 234 is strongly recommended for all students.

- | | |
|--------------|--------------|
| • ANTH 332.3 | • ARCH 470.3 |
| • ANTH 231.3 | • ARCH 471.3 |
| • ANTH 309.3 | • ARCH 472.3 |
| • ANTH 332.3 | • ECON 234.3 |
| • ANTH 403.3 | • ENG 242.3 |
| • ARCH 270.3 | • GEOG 364.3 |

- GEOG 464.3
- HIST 333.3
- HIST 334.3
- HIST 481.3
- HIST 484.3
- NS 221.3
- NS 255.3
- NS 256.3
- PHIL 224.3
- PHIL 231.3
- PHIL 234.3
- PHIL 294.3
- PSY 207.3
- PSY 213.3
- PSY 214.3
- PSY 216.3
- PSY 223.3
- PSY 224.3
- PSY 227.3
- PSY 230.3
- PSY 242.3
- PSY 246.3
- PSY 226.3
- PSY 256.3
- PSY 257.3
- PSY 260.3
- PSY 261.3
- PSY 315.3
- PSY 316.3
- PSY 317.3
- PSY 318.3
- PSY 343.3
- PSY 344.3
- PSY 347.3
- PSY 348.3
- PSY 380.3
- PSY 418.3
- PSY 448.3
- PSY 480.3
- RLST 282.3
- SOC 235.3
- SOC 238.3
- SOC 328.3
- SOC 347.3
- SOC 420.3
- SOC 421.3
- SOC 428.3

Option B: Individual, Society, and Health (48 credit units)

Focusing on health at the level of the individual and society, this stream emphasizes those processes and factors that affect an individual's health. Students focusing on this stream will develop an appreciation for how an individual human's health involves and interaction between the individual's physiological functioning and social factors.

Within Option A, students must take courses from at least 4 subjects.

B1. Choose one of the following Science clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Drugs and Health:

- BIOL 224.3
- PHPY 304.3
- PHPY 305.3
- One of PHPY 402.3, TOX 300.3, or FABS 362.3

ii. Disease and Health:

- BMSC 200.3
- BMSC 210.3
- Any two of MCIM 308.3, MCIM 309.3, MCIM 321.3, MCIM 423.3, or BIOL 436.3

iii. Food and Health:

- NUTR 120.3
- FABS 210.3
- FABS 212.3 or BMSC 210.3
- One of FABS 323.3, FABS 325.3, FABS 362.3, or FABS 371.3

B2. Choose one of the following Arts clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Individual Bases for Behaviour:

- One of PSY 207.3, PSY 223.3, PSY 230.3, PSY 257.3 or PSY 260.3
- PSY 242.3 or PSY 246.3
- Any two of PSY 317.3 (PSY 317 requires PSY 213.3, PSY 214.3 or PSY 216.3 as a prerequisite, each of which may be used to fulfill requirement B6), PSY 318.3, PSY 347.3, PSY 348.3 or PSY 448.3

ii. The Sociology of Health:

- SOC 235.3
- SOC 238.3
- Any two of SOC 328.3, SOC 347.3, SOC 420.3, SOC 421.3, or SOC 428.3

iii. Historical and Philosophical Perspectives on Health:

Requires 3 cu of 200-level HIST courses. This course may be used to fulfill the Electives Requirement.

- Any four of HIST 334.3, HIST 391.3, HIST 481.3, HIST 484.3, or PHIL 224.3

B3. Statistics:

- PSY 233.3
- PSY 234.3

* Students who are not eligible to take PSY 233 or PSY 234 as a result of having previously taken a different Statistics course(s) must consult the Program Chair to determine the effect on their program requirements. Equivalent courses will be accepted, but their designation as Science or Social Science courses may cause the program requirements below to be revised.

B4. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill B4, B5 or B6 must be at the 300-level or higher.

- | | |
|-------------------|--------------|
| • BIOL/BMSC 224.3 | • MCIM 308.2 |
| • BIOL 436.3 | • MCIM 309.3 |
| • BMSC 200.3 | • MCIM 321.3 |
| • BMSC 210.3 | • MCIM 423.3 |
| • FABS 210.3 | • NUTR 120.3 |
| • FABS 212.3 | • PHPY 304.3 |
| • FABS 323.3 | • PHPY 305.3 |
| • FABS 325.3 | • PHPY 402.3 |
| • FABS 362.3 | • TOX 300.3 |
| • FABS 371.3 | |

B5. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill B4, B5 or B6 must be at the 300-level or higher.

- | | |
|-------------------|--------------|
| • ACB 310.3 | • BIOL 430.3 |
| • ACB 330.3 | • BIOL 436.3 |
| • BIOL/BMSC 224.3 | • BIOL 470.3 |
| • BIOL 226.3 | • BIOL 475.3 |
| • BIOL 228.3 | • CHEM 375.3 |
| • BIOL 317.3 | • BMSC 200.3 |
| • BIOL 318.3 | • BMSC 210.3 |
| • BIOL 324.3 | • BMSC 220.3 |
| • BIOL 361.3 | • FABS 210.3 |
| • BIOL 363.3 | • FABS 212.3 |
| • BIOL 373.3 | • FABS 323.3 |
| • BIOL 410.3 | • FABS 325.3 |
| • BIOL 412.2 | • FABS 360.3 |

- FABS 362.3
- FABS 371.3
- FABS 430.3
- HSC 350.3
- MCIM 308.2
- MCIM 309.3
- MCIM 321.3
- MCIM 423.3
- NUTR 120.3
- PHPY 301.3
- PHPY 302.3
- PHPY 303.3
- PHPY 304.3
- PHPY 305.3
- PHPY 402.3
- PHPY 404.2
- TOX 300.3
- TOX 301.3
- TOX 302.3
- TOX 310.3
- TOX 320.3
- TOX 321.3
- TOX 403.3
- TOX 412.3

B6. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill B4, B5 or B6 must be at the 300-level or higher.
PHIL 234 is strongly recommended for all students.

- ANTH 332.3
- ANTH 231.3
- ANTH 309.3
- ANTH 332.3
- ANTH 403.3
- ARCH 270.3
- ARCH 470.3
- ARCH 471.3
- ARCH 472.3
- ECON 234.3
- ENG 242.3
- GEOG 364.3
- GEOG 464.3
- HIST 333.3
- HIST 334.3
- HIST 481.3
- HIST 484.3
- NS 221.3
- NS 255.3
- NS 256.3
- PHIL 224.3
- PHIL 231.3
- PHIL 234.3
- PHIL 294.3
- PSY 207.3
- PSY 213.3
- PSY 214.3
- PSY 216.3
- PSY 223.3
- PSY 224.3
- PSY 227.3
- PSY 230.3
- PSY 242.3
- PSY 246.3
- PSY 226.3
- PSY 256.3
- PSY 257.3
- PSY 260.3
- PSY 261.3
- PSY 315.3
- PSY 316.3
- PSY 317.3
- PSY 318.3
- PSY 343.3
- PSY 344.3
- PSY 347.3
- PSY 348.3
- PSY 380.3
- PSY 418.3
- PSY 448.3
- PSY 480.3
- RLST 282.3
- SOC 235.3
- SOC 238.3
- SOC 328.3
- SOC 347.3
- SOC 420.3
- SOC 421.3
- SOC 428.3

Option C: Culture, Environment and Health (48 credit units)

Focusing on health at the level of the community and culture, this stream emphasizes large scale processes and factors that influence human health. Students focusing on this stream will develop a multidimensional understanding of the role of cultural and community processes in health and healing and an appreciation for how groups interact with their environment in healthy and unhealthy ways.

Within Option C, students must take courses from at least 4 subjects.

C1. Choose one of the following Science clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Ecology and Environmental Biology:

- BIOL 228.3
- Any three of BIOL 363.3, BIOL 373.3, BIOL 410.3 (BIOL 410 requires BIOL 301.3 and permission of the instructor as prerequisites. BIOL 301.3 may be used to fulfill the Elective Requirement), BIOL 412.3, BIOL 470.3, or BIOL 475.3

ii. Toxicology and the Environment:

- TOX 300.3 (Requires BIOL/BMSC 224.3 as a prerequisite. BIOL/BMSC 224 may be used to fulfill requirement C5.)
- TOX 301.3
- Any two of TOX 302.3, TOX 310.3, TOX 320.3 (TOX 320 requires CHEM 115.3 as a prerequisite. CHEM 115 may be used to fulfill the Elective Requirement.), TOX 321.3, TOX 403.3, TOX 412.3, BIOL 475.3, or CHEM 375.3 (needs CHEM 115.3)

iii. Food and the Environment:

- FABS 210.3
- FABS 212.3
- Any two of FABS 323.3, FABS 360.3, FABS 430.3, BIOL 324.3, or BIOL 342.3

C2. Choose one of the following Science clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Cultural Psychology:

- PSY 224.3
- One of PSY 207.3, PSY 227.3, PSY 260.3, PSY 261.3
- One of PSY 380.3 and PSY 480.3
- One of PSY 207.3, PSY 227.3, PSY 260.3, PSY 261.3, PSY 380.3 or PSY 480.3

ii. History and Philosophy of Health in a Cultural Context:

Requires 3 cu of 200-level HIST courses. This course may be used to fulfill the Electives Requirement.

- HIST 333.3
- HIST 481.3
- HIST 484.3
- PHIL 294.3

iii. Anthropology and Archeology of Health:

Requires ANTH 111.3 or WGST 112.3. Either of these courses may be used to fulfill the Arts Distribution Requirement or the Electives Requirement.

- Any two of ANTH 309.3, ANTH 329.3, or ANTH 332.3
- Any two of ARCH 270.3, ARCH 470.3, ARCH 471.3, or ARCH 472.3

C3. Statistics

- PSY 233.3
- PSY 234.3

* Students who are not eligible to take PSY 233 or PSY 234 as a result of having previously taken a different Statistics course(s) must consult the Program Coordinator to determine the effect on their program requirements. Equivalent courses will be accepted, but their designation as Science or Social Science courses may cause the program requirements below to be revised.

C4. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill C4, C5, or C6 must be at the 300-level or higher.

- | | |
|--------------|--------------|
| • BIOL 228.3 | • FABS 360.3 |
| • BIOL 324.3 | • FABS 430.3 |
| • BIOL 363.3 | • TOX 300.3 |
| • BIOL 373.3 | • TOX 301.3 |
| • BIOL 410.3 | • TOX 302.3 |
| • BIOL 412.2 | • TOX 310.3 |
| • BIOL 470.3 | • TOX 320.3 |
| • BIOL 475.3 | • TOX 321.3 |
| • CHEM 375.3 | • TOX 403.3 |
| • FABS 212.3 | • TOX 412.3 |
| • FABS 323.3 | |

C5. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill C4, C5, or C6 must be at the 300-level or higher.

- | | |
|-------------------|--------------|
| • ACB 310.3 | • FABS 362.3 |
| • ACB 330.3 | • FABS 371.3 |
| • BIOL/BMSC 224.3 | • FABS 430.3 |
| • BIOL 226.3 | • HSC 350.3 |
| • BIOL 228.3 | • MCIM 308.2 |
| • BIOL 317.3 | • MCIM 309.3 |
| • BIOL 318.3 | • MCIM 321.3 |
| • BIOL 324.3 | • MCIM 423.3 |
| • BIOL 361.3 | • NUTR 120.3 |
| • BIOL 363.3 | • PHPY 301.3 |
| • BIOL 373.3 | • PHPY 302.3 |
| • BIOL 410.3 | • PHPY 303.3 |
| • BIOL 412.2 | • PHPY 304.3 |
| • BIOL 430.3 | • PHPY 305.3 |
| • BIOL 436.3 | • PHPY 402.3 |
| • BIOL 470.3 | • PHPY 404.2 |
| • BIOL 475.3 | • TOX 300.3 |
| • CHEM 375.3 | • TOX 311.3 |
| • BMSC 200.3 | • TOX 301.3 |
| • BMSC 210.3 | • TOX 302.3 |
| • BMSC 220.3 | • TOX 310.3 |
| • FABS 210.3 | • TOX 320.3 |
| • FABS 212.3 | • TOX 321.3 |
| • FABS 323.3 | • TOX 403.3 |
| • FABS 325.3 | • TOX 412.3 |
| • FABS 360.3 | |

C6. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill C4, C5, or C6 must be at the 300-level or higher.

PHIL 234 is strongly recommended for all students.

- ANTH 332.3
- ANTH 231.3
- ANTH 309.3
- ANTH 332.3
- ANTH 403.3
- ARCH 270.3
- ARCH 470.3
- ARCH 471.3
- ARCH 472.3
- ECON 234.3
- ENG 242.3
- GEOG 364.3
- GEOG 464.3
- HIST 333.3
- HIST 334.3
- HIST 481.3
- HIST 484.3
- NS 221.3
- NS 255.3
- NS 256.3
- PHIL 224.3
- PHIL 231.3
- PHIL 234.3
- PHIL 294.3
- PSY 207.3
- PSY 213.3
- PSY 214.3
- PSY 216.3
- PSY 223.3
- PSY 224.3
- PSY 227.3
- PSY 230.3
- PSY 242.3
- PSY 246.3
- PSY 226.3
- PSY 256.3
- PSY 257.3
- PSY 260.3
- PSY 261.3
- PSY 315.3
- PSY 316.3
- PSY 317.3
- PSY 318.3
- PSY 343.3
- PSY 344.3
- PSY 347.3
- PSY 348.3
- PSY 380.3
- PSY 418.3
- PSY 448.3
- PSY 480.3
- RLST 282.3
- SOC 235.3
- SOC 238.3
- SOC 328.3
- SOC 347.3
- SOC 420.3
- SOC 421.3
- SOC 428.3

J4 Electives (Four-year: 27 credit units); (Honours: 21 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year/Honours program. Of the 120 credit units required at least 66 must be at the 200-level or higher.

If you require further assistance, please contact the Arts & Science Undergraduate Student Office.

Quick Reference: Table of Science Courses

| Biology, Development & Health | Individual, Society & Health | Culture, Environment & Health |
|--|--|--|
| Anatomy and Cell Biology | | |
| ACB 310 Basic Human Anatomy | | |
| ACB 330 Principles of Development | | |
| Biology | | |
| BIOL/BMSC 224 Animal Body Systems | | |
| BIOL 226 Genes to Genomics | | |
| | | BIOL 228 An Introduction to Ecology and Ecosystems |
| BIOL 317 Fundamentals of Animal Physiology | | |
| BIOL 318 Comparative Animal Systems Physiology | | |
| | | BIOL 324 Plant and Human Affairs |
| BIOL 361 Vertebrate Biology | | |
| | | BIOL 363 Population Ecology |
| | | BIOL 373 Community Ecology |
| | | BIOL 410 Current Perspectives in Environmental Biology |
| | | BIOL 412 Limnology (Ecology of Lakes) |
| BIOL 430 Neurobiology of Behaviour | | |
| | BIOL 436 Animal Parasitology | |
| | | BIOL 470 Conservation Biology |
| | | BIOL 475 Ecological Toxicology |
| Biomedical Sciences | | |
| | BMSC 200 Biomolecules | |
| | BMSC 210 Microbiology | |
| BMSC 220 Cell Biology | | |
| Chemistry | | |
| | | CHEM 375 Pollution Waste Disposal and Environment |
| Food and Bioproduct Sciences | | |
| | FABS 210 Dimensions of Food Science | |
| | FABS 212 Agrifood and Resources Microbiology | |
| | FABS 323 Food Additives and Toxicants | |
| | FABS 325 Food Microbiology and Safety | |
| | | FABS 360 Water Microbiology and Safety |

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| | FABS 362 Functional Foods and Nutraceuticals | |
| | FABS 371 Food Biotechnology | |
| | FABS 430 Environmental Microbiology | |
| Health Sciences | | |
| HSC 350 Fundamental Neuroscience Neural Systems | | |
| Microbiology and Immunology | | |
| | MCIM 308 Medical Bacteriology | |
| | MCIM 309 Medical Virology | |
| | MCIM 321 Principles of Immunology | |
| | MCIM 423.3 Immunopathogenesis | |
| Nutrition | | |
| | NUTR 120 Basic Nutrition | |
| Physiology and Pharmacology | | |
| PHPY 301 Fundamental Neuroscience Intercellular Communication | | |
| PHPY 302 Human Physiology Transport Systems | | |
| PHPY 303 Human Physiology Reproduction Growth and Energy Homeostasis | | |
| | PHPY 304 Pharmacology I | |
| | PHPY 305 Pharmacology II | |
| | PHPY 402 Therapeutics Herbal Compounds and Evidence Based Medicine | |
| PHPY 404 Advances in Neurophysiology and Neuropharmacology | | |
| Toxicology | | |
| | TOX 300 General Principles of Toxicology | |
| | TOX 301 Environmental Toxicology | |
| | TOX 302 Introduction to Aquatic Toxicology | |
| | TOX 310 Radiation and Radionuclide Toxicology | |
| | TOX 320 Inhalation and Environmental Toxicology of Air Pollutants | |
| | TOX 321 Risk Assessment and Regulatory Toxicology | |
| | TOX 403 Biotoxins | |
| | TOX 412 Toxicology of Industrial Pollutants | |

Quick Reference: Table of Arts Courses

| Biology, Development, & Health | Individual, Society, & Health | Culture, Environment, & Health |
|---|--|--|
| Anthropology | | |
| | | ANTH 231 Cross Cultural Perspectives on Health Systems |
| | ANTH 309 Motherhood and Maternal Care Anthropological Perspectives | |
| ANTH 332 Anthropology of Contagion and Infectious Disease Critical Gender and Race Perspectives | | |
| | ANTH 403 Anthropology of Healing | |
| Archeology | | |
| ARCH 270 Human Evolution | | |
| ARCH 470 Human Osteology | | |
| ARCH 471 Forensic Anthropology | | |
| ARCH 472 Paleopathology | | |
| Economics | | |
| | ECON 234 Economics of Health Care | |
| English | | |
| | | ENG 242 Indigenous Storytelling of the Prairies |
| Geography | | |
| | | GEOG 364 Geography of Environment and Health |
| | | GEOG 464 Geography of Health |
| History | | |
| | | HIST 333.3 Defining Boundaries: Natural and Supernatural Worlds in Early Modern Europe |
| | HIST 334 History of Medicine: Bugs to Drugs, 1800 to the Present | |
| | HIST 481 A History of Pain in Early Modern Europe | |
| | HIST 484 History of Madness: From Enlightenment to Prozac | |
| Native Studies | | |
| | | NS 221 Indigenous Food Sovereignty |
| | | NS 255 Cultural Survival of Aboriginal Family |
| NS 256 A Critical Survey of the History of Indigenous Child Welfare in Canada | | |
| Philosophy | | |
| | PHIL 224 Philosophy of Sexuality | |

| | | |
|--|--|--|
| | PHIL 231 Ethical Problems | |
| PHIL 234 Biomedical Ethics (recommended) | | |
| | PHIL 294 Philosophy of Human Nature | |
| Psychology | | |
| PSY 207 Psychology of Death and Dying | | |
| PSY 213 Child Development | | |
| PSY 214 Adolescent Development | | |
| PSY 216 Psychology of Aging | | |
| PSY 223 Abnormal Psychology | | |
| | PSY 224 Introduction to Culture and Psychology | |
| | PSY 227 Human Sexuality | |
| | PSY 230 Criminal Behaviour | |
| PSY 242 Physiological Psychology | | |
| PSY 246 Introduction to Human Neuropsychology | | |
| PSY 256 Psychology of Language | | |
| | PSY 257 Clinical and Counselling Psychology | |
| PSY 260 Health Psychology | | |
| | PSY 261 Community Psychology | |
| PSY 315 Advanced Development 1 Social and Emotional | | |
| PSY 316 Advanced Development 2 Social and Emotional Research | | |
| PSY 317 Cognitive Development 1 | | |
| PSY 318 Cognitive Development 2 Research | | |
| PSY 343 Laboratory in Behavioural Neuroscience | | |
| PSY 344 Research in Behavioural Neuroscience | | |
| PSY 347 Advanced Human Neuropsychology | | |
| PSY 348 Research in Human Neuropsychology | | |
| | PSY 380 Culture and the Therapeutic Process | |
| PSY 418 Advanced Seminar in Developmental Psychology | | |
| PSY 448 Seminar in Neuroscience | | |
| | PSY 480 Aboriginal Mental Health and Illness | |

| | | |
|----------------------------|--|--|
| Religious Studies | | |
| | RLST 282 Religious Perspectives on Death and Dying | |
| Sociology | | |
| SOC 235 Sociology of Aging | | |
| | SOC 238 Sociology of Health, Illness and Health Care | |
| | SOC 328 Social Inequality and Health | |
| | SOC 347 Studies in Addictions | |
| | SOC 420 Medical Sociology | |
| | SOC 421 Interpretive Studies in Health | |
| | SOC 428 Gender and Health | |

5. RESOURCES

Resources Required: The College of Arts & Sciences has signaled a commitment to the Psychology Department for the hiring of two new tenure track appointments to help mount the program and teach the proposed HLST courses. Faculty hired will have appropriate health studies training and/or experience.

Resources Available: The Department of Psychology has committed the equivalent of one faculty position for coordination of the program. The Department has a strong health focus; many of its faculty members have various kinds of academic expertise in health and wellness matters and will be able to assist in the teaching of the program's core courses and the supervision of honours students. The Program will not require additional resources from any of the departments involved in the proposal, other than those in Psychology outlined above.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Consultations have been held with members of all involved departments, including Archaeology & Anthropology, Chemistry, Economics, English, Geological Sciences, History, Native Studies, Philosophy, Religion & Culture, and Sociology. Moreover, representatives from Anatomy & Cell Biology, Biology, Food & Bioproduct Sciences, Microbiology & Immunology, Physiology & Pharmacology, and Toxicology participated in a sub-committee to consult on the Science clusters. All these departments have indicated that the proposed program will not have a negative impact on their programs. In essence, Health Studies aims to attract new students into a new program at the university who would not otherwise enroll in existing programs.

One critical issue is the enrolment numbers in first and second year, particularly in the Department of Biology, which houses high-demand 100- and 200-level courses, with laboratory requirements. The Department of Biology has agreed that they will be able to absorb up to 20-30 additional students, annually from the Health Studies program. However, it is expected that

yearly Health Studies cohorts will disperse across the many involved departments. It has been agreed that the involved departments will consult closely to monitor any trends in student enrolment and dispersal throughout the involved courses, to ensure that enrollment limits are aligned with resources.

7. BUDGET

No changes will be made to budget allocations other than the Faculty positions described above.

College Statement

From Linda McMullen, Acting Vice-Dean of Social Sciences, College of Arts & Science

The College of Arts and Science is supportive of the Bachelor of Arts and Science in Health Studies. The College supports this initiative as part of its role in advancing the University of Saskatchewan's Third Integrated Plan. In particular, the creation of this innovative program will allow students to connect learning and discovery in interdisciplinary ways, enable them to study a timeless issue from multiple disciplines, and prepare them to face current and future problems from a variety of perspectives. The program also supports the Division of Social Sciences' Third Integrated Plan, which explicitly lists development of this program.

An academically challenging, highly relevant program, the proposed BA&Sc (Health) will enable students to combine study in the biomedical sciences or food and health with study of the individual and societal aspects of health and well-being. The BA&Sc (Health) consolidates the institution's existing broad-based investment in health into an integrated, interdisciplinary cross-unit learning experience for students. It aligns with the One Health signature area and capitalizes on the university's pan-institutional expertise and leadership in health-related teaching, learning and research, and contributes to the province's capacity for effective and efficient health services. The program will, as a unique-in-Canada degree, attract excellent students, offer superior introductory training for new health professionals, and educate students to champion innovative approaches to health issues.

Division of Social Science Plan for the Third Planning Cycle, 2012-2016

The College of Arts and Science will review the status of this program after a trial period of 5 years. Student enrolments, overall number and relative proportion of graduates, graduate outcomes (as can be determined), and program opportunity versus cost will be reviewed to determine whether and in what format the program will be continued.

The development of this proposal was led by Drs. Ulrich Teucher and Valerie Thompson, with significant support from Drs. Lachlan McWilliams and Megan O'Connell. The proposal was approved by the Department of Psychology. It was circulated in the April 2013 College Course Challenge to all Arts and Science faculty for comment and feedback. The proposal was approved by the Division of Social Sciences on October 28, 2013, by the Division of Science on October 29, 2013, and by the Division of Humanities and Fine Arts on October 30, 2013.

Related Documentation

Appendix 1 – Notice of Intent

Appendix 2 – Response from Planning and Priorities Committee of Council

Appendix 3 – Record of Consultation

New Courses

HLST 110.3 Introduction to Health Studies

1 or 2 (3L) Health Studies is a broad and interdisciplinary subject area. This lecture-based course provides an overview of how health has been conceptualized and studied from a wide range of science, social science, and humanities disciplines. The course will examine ways in which the unique perspectives offered by specific academic traditions have been utilized to study and address both past and current health issues.

HLST 210.3 Introduction to Quantitative and Qualitative Research Methods in Health Studies

1 or 2 (3L) This course introduces students to the research methods and approaches used to investigate health issues. The course will expand students' research skills across a broad range of approaches to studying health sciences; consequently, students will also quantitative and qualitative data analysis approaches. Finally, students will learn to be a critical consumer of health sciences research.

Prerequisite: HLST 110; and PSY 233 (or equivalent); and permission of the Department.

Note: Registration in this course is restricted to students in the Bachelor of Arts and Science in Health Studies.

HLST 310.3 Theories and Applications in Health Studies

1 or 2 (3S) This is a problem-based learning course. It will involve a detailed examination of theories and research aimed at understanding a range of health-related issues. The course will involve critical and interdisciplinary analyses of efforts to apply theory and research to address past and current health issues.

Prerequisite: HLST 210; and PSY 234 (or equivalent); and permission of the department.

HLST 410.6 Honours Thesis in Health Studies

1 & 2 Students will carry out a major project under the supervision of a faculty member, and report the project in the form of an honours thesis. The project will usually involve empirical research.

Prerequisite: HLST 310.3; and 75 credit units of undergraduate course work; and permission of the department. Students must be enrolled in the Bachelor of Arts and Science in Health Studies - Honours.

Appendix 1: Notice of Intent for a New Program in Health Studies

This document was submitted to the Planning and Priorities Committee in March 2013

BA&Sc Health Studies

The proposed Health Studies program adopts an interdisciplinary perspective that emphasizes how the various aspects of health and wellness can only be understood within the context of the myriad of systems internal and external to the individual. Within this systems perspective, the person occupies a central position and individual factors such as biology, genetics, personality, attitudes and abilities all impact upon health and development. However, the systems perspective also highlights that individuals develop and act within specific cultural, social, and environmental contexts that both influence and are influenced by the individual. Health, then, is both an individual and a collective matter, and so the factors affecting health range broadly. Human biology, the relationship between the individual and among individuals, the immediate social and cultural context, and broader historical and environmental forces all come into play when assessing health. In addition, human efforts to organize and promote health and to provide health care intersect with governmental, socio-political and religious ideologies, and cultural values. Finally, specific economic, ecological and environmental circumstances shape both sickness and recovery.

Recognizing the importance of all inter-connected systems, the Health Studies program is organized around three concentrations, each focusing on a specific systemic level: (1) *Biology, Development and Health* concentrates on the biological and psychosocial processes influencing health; (2) *Individual, Society and Health* focuses on how the individual and interactions between the individual and others within the immediate societal setting affects health; (3) *Culture, Environment and Health* emphasizes the importance of cultural processes and environmental adaptation as factors affecting health.

The curriculum of the Health Studies program provides students with in-depth exposure to study within one concentration and breadth courses across the other concentrations. Students in all concentrations will have the opportunity to engage in various approaches to the subject of health, from positivist science to critical and interpretive social science, and both quantitative and qualitative methodologies. As such, the program aims to provide graduates with a rounded

systemic perspective of the various contextual and inter-related factors contributing to health and the means by which these factors can be examined in an effort to promote a healthier global population.

Concentrations:

Culture, Environment and Health:

This area emphasizes those processes and factors that affect and influence human health and sickness at the level of community and culture. It frames the individual as a cultural entity that engages in a dynamic way with the environment, be it physical or social. It stresses the interrelationship of cultural adaptation and expression, systems of knowledge, cultural tradition, individual as well as shared experience, and ecology. Students focusing on this stream will develop a multidimensional understanding of the role of cultural and community processes in health and healing and an appreciation for how humans groups interact with the environment in healthy and unhealthy ways.

Individual, Society and Health:

This area emphasizes those processes and factors that affect health and sickness at the level of the individual. It frames the individual as both a biological entity and a social entity, and explores the relationship between physiology and function, on one hand, and social structure on the other. The concentration will provide students with an understanding of how societal systems and structures impact health while also examining the tensions that exists when social policy, politics and economics intersect in the health arena.

Biology, Development and Health:

This area emphasizes health and sickness in the context of the development of the human being from the cellular and bio-systems levels to the level of human psychosocial experience. It frames the individual as a dynamic organism that interacts with its environment through a continuous process of biological and developmental adaptation. Students focusing on this concentration will explore basic biological and physiological processes and how these influence healthy social, psychological and emotional development throughout the life span.

Notice of Intent

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

The proposed BA&Sc Health Studies program responds to the growing need for inter-professional knowledge and cooperation in the field of health studies. The program and its courses will focus on a comprehensive understanding of health, well-being, and illness, ranging from “cell to society”, sciences to humanities, etiology to esthetics, and cure to care. In more conceptual terms, the program will explore the changing inter-disciplinary, cultural and historical processes of knowledge production, knowledge translation and knowledge application in health studies.

The general idea for this program was presented in the university’s first integrated plan as a proposal to develop a B.A and a B.Sc. in health studies. Subsequent implementation efforts, including consultation and collaboration with, and supported by, faculty members and department heads from different programs, departments, schools and colleges with health related interests at the University of Saskatchewan (e.g., College of Arts and Science, Nursing, Medicine, School of Public Health) resulted in a proposal to develop the initiative as a B.A. & Sc. Collegial support will be reaffirmed as part of an on-going consultation during the proposal development phase.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?

The BA&Sc Health Studies will prepare students, particularly those who seek to work and conduct research in health-related professions, with the necessary background in both the arts and sciences in order to foster broad conceptions of health, illness and well-being.

Initial discussions around health studies have suggested that a variety of career options would be available to graduates. The Saskatchewan health regions have indicated that graduates of a BA&Sc in Health Studies would be valuable and possibly preferred recruits into their organizations. There is an increasing demand for employees with both a broad systems understanding of health and a basic life-science background. Alternatively BA&Sc graduates would be potential recruits for entry into health professional colleges (e.g., Medicine, Nursing, Dentistry) or graduate training in health related disciplines (e.g., Biology, Public Health, Psychology, Medical Anthropology, etc.). This support will be reaffirmed as part of an on-going consultation during the proposal development phase.

While we have yet to determine actual student number targets, in our planning so far we have envisioned a large first year pre-requisite course with a high enrolment limit (roughly 250). We anticipate that a small subset of students will apply to major in the BA&Sc Health Studies program after completing that course. We estimate an initial, limited, annual intake of 20

students as majors, which will render the program larger than that of several other departments within the college. This is significant in that it will factor into the issue of needed resources, to be discussed below.

- 3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?**

The BA&Sc Health Studies was identified as a priority in the third integrated plan of Division of Social Sciences. This proposed program consolidates the institution's broad-based investment in health into an integrated, inter-disciplinary cross-unit learning experience for students. It aligns with the *One Health* signature area and capitalizes on the university's pan-institutional expertise and leadership in health related teaching, learning and research, and contributes to the province's capacity for effective and efficient health services. The program will, as a unique-in-Canada degree, attract excellent students, offer superior introductory training for new health professionals, and educate students to champion innovative approaches to health issues.

- 4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?**

The proposed BA&Sc Health Studies is a distinct degree type combining health related courses offered through the Natural Sciences with studies in the Humanities, Social Sciences and Fine Arts. As such, the proposed program builds upon the College's strength of being one of the few institutions in Canada with a College of Arts and Science. Thus the University of Saskatchewan is in a unique position to offer a truly an inter-disciplinary degree in health studies which spans the Divisions of Humanities and Fine Arts, Social Science and Science. It is not anticipated that any program will be deleted as a result of this new BA&Sc Health Studies as it is distinct from any current package of course offering within the university setting. In fact, this new program relies on the current offerings as the framework of the program pulls from existing health related courses being offered within the College of Arts and Science. Four new courses will be developed for this new degree program (inter-disciplinary health studies courses at the 100, 200, 300 and 400 level), for a total of 15 cus, while the remaining degree requirements involve courses currently being offered in various other departments. It is likely that participating departments may have resource issues as a result of a need to increase enrolment in courses to accommodate the majors of the BA&Sc Health Studies. For example, the Psychology department anticipates needing to offer additional sections of 300 level and 400 level courses in order to accommodate this new program.

5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

The core faculty resources required to establish and offer this program are available through the collaborative efforts of the College of Arts & Science, the Division of Social Sciences, and the Department of Psychology.

The Division of Social Science has pledged to provide to the Department of Psychology one new faculty position at the Assistant Professor level. The College of Arts & Science has also committed one new full time faculty position to the Department of Psychology (at a rank to be determined) (request pending at this time) to support this initiative. In addition, the Department of Psychology has committed one existing full-time faculty equivalent to this initiative (which may be shared by more than one faculty member in the Department).

This is a considerable commitment of scarce resources on the parts of the Department of Psychology, the Division of Social Sciences, and the College of Arts & Science. The need for these faculty positions is outlined below:

Two new faculty positions are needed to contribute to teaching, supervision and student advising and program development with the BA&Sc Health Studies program. We will create 15 credit units of new courses for this initiative under a Health Studies label. There will be several sections of the first year course, which could be quite large (numbering in the hundreds), plus offerings of the second and third year courses. The fourth year course is envisioned as an honours project or thesis course, in which students will work under the direction of a faculty mentor to design and execute a research project. We are proposing to initially admit 20 majors per year, through a competitive application process that will require significant faculty input. By the fourth year of this initiative the program will be managing an on-going load of approximately 60 majors, and more if capacity allows.

The program will require a coordinator or director to oversee the program, including admissions process, and manage an advisory committee of stake holders. Administration of the program will easily take ½ of a faculty member's time, if not more. The fourth year course – a research based project or thesis – will require significant coordination in addition to supervisors. Psychology has considerable experience in this, and annually TWO faculty members are assigned just to coordinate the existing fourth-year thesis course, including overseeing students' progress, ensuring consistent grading standards and running workshops and seminars. The department's internal ethics committee will see a doubling of applications on an annual basis.

We must be mindful that the incoming faculty members will need to align with one or more of our graduate programs, and will want to be involved in graduate teaching, supervision, and their own research. Sabbatical or other leaves will also reduce the actual on-the-ground resources from time to time. And since these positions are likely to be junior and tenure-track, the reduction in teaching and administration which has become standard for such appointments will increase the

burden on regular Psychology faculty for the first four to eight years (including sabbaticals). It is assumed that a current member of Psychology will need to act as program director for the first four to six years.

Additional resources are required for the successful implementation and administration of this program. Specifically:

1. One staff position (CUPE or ASPA) to assist faculty and students in advising and administrative tasks directly related to the BA&Sc Health Studies program. Here we must be mindful that the proposal calls for the creation of a program that will be larger than some departments in the College in terms of numbers of majors and overall enrolments. Psychology is a large department already, with many faculty and students. There is limited capacity to add this new program on to the current resource complement.
2. Six credit units of sessional money to backfill the lost Psychology teaching that will ensue with the necessary shift in administration and teaching resources to the Health Studies program.
3. In addition, we anticipate a variety of additional resources will be necessary to ensure the success of this program as it is implemented, including a budget for non-salary expenses. This would include funds for teaching assistants in the large first year sections of the introductory course.

To sum, the resource needs, based on the program design presented here, include:

- One new full-time faculty position in the Department of Psychology reallocated from Social Sciences Division (committed)
- One full-time faculty position equivalent from current Psychology faculty complement (committed)
- A two-year term appointment at the rank of Assistant Professor to be allocated to the BA&Sc program and assigned to Psychology (committed). The appropriate disciplinary background of the candidates for this position will be determined by the Department of Psychology Search Committee. This position will be converted to full-time tenure track at the Assistant Professor rank at the conclusion of this three-year period, subject to positive evaluation of the program.
- Budget line for teaching assistants and non-salary management of the program (outstanding and to be determined)

This resource plan has two inter-related goals, reflective of department principles: first, to ensure that the Health Studies program is of the very highest calibre and meets comparable standards nationally; two, to ensure that, in hosting the Health Studies program, the Psychology program does not experience a siphoning off of resources and excessive burden on existing budgetary, faculty, staff and infrastructure resources such that elements of its current, vibrant undergraduate and graduate programs are damaged.

Appendix 2: Response from the Planning and Priorities Committee of Council



MEMORANDUM

TO: Dr. Linda McMullen, Acting Vice-Dean, Social Sciences
Dr. Valerie Thompson, Head, Department of Psychology
Dr. Ulrich Teucher, Department of Psychology
Ms. Alexis Dahl, Director of Programs

FROM: Bob Tyler, Chair, Planning and Priorities Committee of Council

DATE: April 14, 2013

RE: **Notice of Intent for Bachelor of Arts and Science in Health Studies**

Thank you once again for attending the Planning and Priorities Committee meeting on March 27th to present the Notice of Intent (NOI) for a new interdisciplinary undergraduate program in health studies.

The Committee supported the program as very relevant to today's society and commended the use of existing resources to mount the program, although it was suggested that what the program seeks to accomplish should be given additional consideration and then stated more specifically in the full program proposal.

Discussion focused primarily on the three concentrations defined within the program, with the strong suggestion that students be consolidated around a single program core with electives. A clearer understanding of the student cohort, the capstone courses and the career trajectory for graduates is essential to the program. Identifying a core set of courses will enable the College to distinguish among the areas of concentration to determine whether these constitute minors or not. The concept of streams, as opposed to minors, is an alternate approach that is employed by other colleges and one which the College may wish to consider. Regardless, there needs to be some means to clearly delineate the program core.

Other comments and suggestions included the following:

- That potential career paths for graduates of the program be outlined in the full proposal;
- That a letter of support be obtained from the Department of Biology regarding the availability of the Biology course offerings listed in the program;
- That letters of support be obtained from the College of Medicine and the College of Nursing regarding potential career paths for graduates;
- That the full proposal outline how the proposed BA&Sc in Health Studies will differ from other similar programs, and therefore should be considered unique as suggested in the NOI.

Please let me know if you have any questions regarding any of the points listed above. I wish you success as you move your proposal through the approval process.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Stoicheff". The signature is fluid and cursive, with a long horizontal stroke at the end.

c Peter Stoicheff, Dean of Arts and Science
Brett Fairbairn, Provost and Vice-President Academic
Roy Dobson, Chair, Academic Programs Committee of Council
Russell Isinger, Registrar

Appendix 3: Record of Consultation

From: Downe, Pamela
Sent: Sunday, April 14, 2013 3:29 PM
To: Dahl, Alexis
Subject: April Course Challenge - Health Studies Program

Hi Alexis,

I have reviewed the material for the New Program Proposal: Health Studies. I have one quick comment: I think that ANTH 309: Motherhood & Maternal Care should be deleted because we will be submitting paperwork to delete that course from our curriculum. I had made note of that in an earlier submission I made to the Health Studies coordinator but I think it got missed (which is totally understandable given the amount of material that was being processed).

I would also note that Sadeq Rahimi has developed a new course (currently ANTH 398.3: Anthropology of Mental Illness) that will be proposed as a permanent course. I'm not sure if it's best to wait until the course is a permanent addition to our curriculum or if a Special Topics course can be included but I thought I'd mention it.

These are two minor comments. The program is wonderfully designed and the Department of Archaeology & Anthropology is very excited to be a part of it.

Thanks,

Pam

Pamela J. Downe, Ph.D.
Department Head & Associate Professor
Department of Archaeology & Anthropology
55 Campus Dr.
University of Saskatchewan
Saskatoon, SK S7N 5B1
(306)966-1974

Dear Val,

The Department of Archaeology & Anthropology's Curriculum Committee has had an opportunity to review the BASc framework that includes our courses. I have included some revisions on the attached draft. Additionally, while we are supportive of this initiative and we are grateful to be included and consulted, the Archaeology courses listed here are in high demand and we have more students interested in these courses than we can accommodate given our limits to hire a sufficient number of lab assistants. If the inclusion of these courses into the Health Studies curriculum increases the demand for these courses, we hope that there might be some resources available to assist us in meeting that demand.

1) If you think a few additional students in those courses would be problematic.

In the ARCH courses, very likely. See my comments above. I think we should proceed with these courses included in the program on a trial basis and then discuss resource ramifications.

2) Whether the course is appropriate for inclusion in the program

Yes. All courses are appropriate for inclusion.

3) Whether there are other courses offered by your Department that are not listed, but would be appropriate.

We are developing new medical anthropology courses but all the courses currently on the books are included here.

Thank you,
Pam

From: Teucher, Ulrich
Sent: April 16, 2013 10:46 PM
To: Wotherspoon, Terry
Cc: Teucher, Ulrich
Subject: BASc Health Studies

Dear Terry,

It was a pleasure to meet with you today! I have included for you below an updated information letter that now includes the four core courses. Here is the line that we talked about that we will add to our program proposal with regard to students who would like to apply for graduate studies in Sociology. Please edit as you wish:

"Students who are thinking of applying for graduate studies in Sociology after completing their B.A.&Sc. Health Studies must include among their electives courses in sociological theory, such as Soc 233.3 or 303.6."

Would that be adequate?

Thank you so much for your support!
Ulrich

Dr. Ulrich Teucher
Associate Professor / Program for Culture and Human Development / Department of Psychology
Co-Director QRC Qualitative Research Centre / College of Arts & Sciences
University of Saskatchewan / 9 Campus Drive / Saskatoon SK S7N 5A5, Canada
Phone (306) 966-2529 / Fax (306) 966-6630 / ulrich.teucher@usask.ca

From: "Wotherspoon, Terry" <terry.wotherspoon@usask.ca>
Subject: RE: BASc Health Studies
Date: 17 April 2013 12:26:38 CST
To: "Teucher, Ulrich" <ulrich.teucher@usask.ca>

Hi Ulrich,
Thanks for discussing the BA&Sc Health Studies program with me, and for providing me with detailed

background information. As I indicated, faculty members in our Department have been involved with this initiative from its early stages and fully support the initiative as a valuable addition to programming in the College. The courses identified in Sociology are all relevant to the program and we anticipate there will be capacity to enroll students from the program in all the listed courses, at least in the program's initial phase. The program will provide students in several disciplines with a strong foundation for further studies or work in many health-related areas. Students who graduate from the program will be eligible to be considered for Graduate Studies in Sociology; however, we strongly advise those who are thinking of applying for Graduate Studies in Sociology to include among their electives courses in Sociological Theory, including SOC 233.3 and SOC 303.6.

Sincerely,

Terry

Terry Wotherspoon
Head and Professor
Department of Sociology

Hi Valerie,

Thanks for your work in advancing this initiative. The draft proposal incorporates well all the courses we offer that would be appropriate and relevant for the program and program streams. We offer most of the listed courses on a regular basis, and based on recent patterns there would be capacity to ensure some spaces would be open for students within this program.

Thanks,

Terry

Terry Wotherspoon
Head and Professor
Department of Sociology
University of Saskatchewan
From: Valerie Thompson [valerie.thompson@usask.ca]
Sent: January 22, 2013 10:44 AM
To: Wotherspoon, Terry
Cc: Teucher, Ulrich
Subject: BASc Health

From: "Marchant, Tracy" <tracy.marchant@usask.ca>

Subject: BASc in Health Studies

Date: 12 April 2013 11:45:27 CST

To: "Teucher, Ulrich" <ulrich.teucher@usask.ca>

Hi Ulrich:

I see where the new program proposal has started the approval process. Congrats on getting this done.

We just happened to have a Biology undergrad committee meeting yesterday. This is the first time our UAC has met since Jack & I chatted with you in January and the BaSC in Health Studies was on the agenda. The UAC was aware that this proposal was floating about but this was the first time they had

seen the details.

Happily (for me as much as for you), our UAC viewed the program proposal quite favourably. They did come up with a couple of suggestions for courses that could be added to the various streams, specifically:

BIOL 316 in the Biology Health & Development stream. B316 is a prereq for B421 and deals with quite a few topics related to genetics & health; the prereq is B226 so B316 fits easily into this stream.

B345 in the Culture, Environment and Health stream; integrates quite a bit between plant diseases and impact on humans. Students would need B222 as a prereq for B345 but keener students will likely have this. Another reason for adding B345 is that we are likely to remove B342 from our calendar in the near future so this will give students a replacement option in this stream.

Finally, we chatted in our UAC meeting about perhaps looking at B312 (Life in the North) as a course that could be slightly retooled for the Health Studies program. We tend to only offer the course off campus for a couple of education programs but it could probably be looked at for an on-campus offering specifically for Health Studies students, perhaps in 2014/15. This won't affect the program proposal right now but I will keep this idea on the back burner as the BASc proposal goes through the proposal process. We already have B318 on the radar for a possible name and calendar entry change that will highlight it for this program.

Cheers,

Tracy Marchant
Chair, Biology UAC



Department of Biology

112 Science Place
Saskatoon SK S7N 5E2 Canada
Telephone: (306) 966-4399
Facsimile: (306) 966-4461

Dear Ulrich,

Thank you for discussing with me the latest developments with regard to the B.A.&Sc. Health Studies.

Graduate student acceptance is dependent upon the supervisor in the Department of Biology. This means that the background of applicants we accept is highly variable, naturally reflecting the varied research interests of our faculty. The BASc Health Studies graduates will have completed most of the foundational BIOL courses (eg BIOL 224, 226, 228 and 302) either as requirements or necessary prerequisites. In my judgement, two streams of the HLST program would produce students who could be accepted as graduate students by Biology faculty.

Faculty members with research interests focused on animal physiology or cell biology would most likely be quite willing to accept students who complete the Biology, Development and Health stream if the student includes BIOL 317 and other physiological courses (eg BIOL 318,

430) in their HlSt program. Biology faculty working in other research areas (e.g animal behaviour and ecology) might also find suitable graduate students from the Culture, Environment & Health stream. The BASc HlSt program has a specific 6 cu Statistics requirement that exceeds the statistics requirements of our own undergraduate program and I know that this is an important consideration for many of my colleagues when they select graduate students to work under their supervision.

In short, I see no impediment to students with a BASc in Health Studies from either of the two streams noted above being admitted to our graduate program. This would be especially true if the prospective students completed an Honours degree and included a variety of BIOL courses listed as electives within their BASc program.

Good luck with the proposal and please feel free to contact me again if I can be of further assistance.

Sincerely,



Jack Gray,
head and Associate Professor,
Department of Biology.

On Apr 16, 2013, at 10:36 PM, "Teucher, Ulrich" <ulrich.teucher@usask.ca> wrote:

Dear Hope,

It was a pleasure to meet with you today! I have included for you below an updated information letter that now includes the four core courses. Here is the line that we talked about that we will add to our program proposal with regard to students who would like to continue on with a Post Degree Nursing. Please edit as you wish:

"Students who are thinking of applying for a 2-year Post Degree Nursing after completing their B.A.&Sc. Health Studies must take among their electives MCIM 224.3 or BMSc 210; Nut 120.3 or equivalent; PHSI 208.3; and 3 credits in NS."

Would that be adequate?

Thank you so much for your support!
Ulrich

Dr. Ulrich Teucher
Associate Professor / Program for Culture and Human Development / Department of Psychology
Co-Director QRC Qualitative Research Centre / College of Arts & Sciences

University of Saskatchewan / 9 Campus Drive / Saskatoon SK S7N 5A5, Canada
Phone (306) 966-2529 / Fax (306) 966-6630 / [ulrich.teucher\(at\)usask.ca](mailto:ulrich.teucher@usask.ca)

From: "Bilinski, Hope" <hope.bilinski@usask.ca>
Subject: Re: BASc Health Studies
Date: 17 April 2013 06:56:53 CST
To: "Teucher, Ulrich" <ulrich.teucher@usask.ca>

Hello Ulrich,

Thanks, your new degree looks most interesting!

This statement looks good, keeping in mind that we are also going forward with the new proposal for our PBBSN. I will be sure to send you the letter of support by Monday.

Thanks,
Hope

Hope Bilinski RN PhD
Associate Dean, Central Saskatchewan,
Saskatoon Campus & Academic Health Sciences Affairs
College of Nursing (Rm 107 HSc Bldg)
University of Saskatchewan
107 Wiggins Rd
Saskatoon, SK. S7N 5E5
Phone 306 966 8982

Dear Valerie,

Isn't it a pleasure to working on something positive for a change! Please see my comments in the attached document for your consideration. I have asked you to consider some additional courses for possible inclusion in the BASc curriculum: the calendar descriptions appear below. I have provided course syllabi for the courses that I instruct. Please note that GEOG 298 Human Dimensions of Natural Hazards, currently being offered through Geography & Planning, will likely migrate to the ICCC and be offered through the Centre as INCC 280.3 Good luck with this program proposal. Happy to discuss any of my comments with you at your convenience.

GEOG 125.3 — 1/2(3L)

Environmental Science and Society

Studies the Earth's life-support systems and explores the consequences of human activity. Key themes include examining global ecosystem processes, human interconnections, as well as applications of information from the Earth Sciences.

Note: A background in high school sciences at the 30-level is recommended. GEOG 125 is intended for non-Geography majors. Students who have taken GEOG 125 for credit and would like to enter the geography program are required to take GEOG 120 and 130. Non-Geography majors may use GEOG 125 to satisfy the natural science requirement in program types A, B, and

D.

GEOG 130.3 — 1/2(3L)

Space, Place and Society: An Introduction to Human Geography

Exposes students to human geography using a thematic approach. It is designed to stimulate a geographical imagination among students who are interested in understanding "how the world turns" by focusing on how nature, culture, and human actions shape places, regions, and the relationships and interactions among them.

Note: Students with credit for GEOG 113 or 114 may not take this course for credit.

GEOG 280.3 — 1/2(3L)

Environmental Geography

An introduction to the geographic perspectives on resources and the environment. This course introduces environmental geography as an integrative science to explore the relationships between human and physical systems.

Prerequisite(s): 3 credit units of GEOG courses and 21 credit units of additional University course work.

Note: Geography majors are encouraged to take GEOG 120 and 130 before registering in this course. GEOG 280 satisfies the natural science requirement for Program Types A, B and D.

GEOG 351.3 — 1/2(3L)

Northern Environments

A multidisciplinary study of the biophysical environments of the circumpolar North. Examines the processes operating at the Earth's surface and within the atmosphere and hydrosphere and their role in structuring northern ecosystems. Writing exercises and/or research projects will permit students with background preparation in the humanities, social sciences and natural sciences to assess the impact of human activity on northern environments.

Prerequisite(s): 6 credit units in the natural sciences; or permission of the instructor.

Note: GEOG 120 or NRTH 101 recommended. These courses provide an introduction to the topics presented in GEOG 351.

NS 107.3 — 1(3L-1S)

Introduction to Canadian Native Studies

Aims to develop students' critical reading, writing, and thinking skills and provide the background necessary for advanced Native Studies courses. Through course lectures and seminar discussions this course presents an overview of Aboriginal societies across Saskatchewan and Canada by linking processes of the past with contemporary issues.

Note: Students with credit for NS 105 or NS 106 (formerly NS 110) may not take this course for credit.

NRTH 101.3 — 1/2(3L)

Introduction to Circumpolar World

Introduces students to the landscape, peoples and issues of the circumpolar region. Beginning with an examination of the geography, and the biological and physical systems of the Subarctic and Arctic, it then turns to the aboriginal and contemporary peoples of the region. The history of the Circumpolar World is treated in a broad fashion, to provide a grounding in the events and

developments that have created the region's contemporary qualities. The second part of the course surveys some of the particular issues facing the region, including climate change, economic, political and social development. This course ultimately is intended to stimulate interest in the circumpolar world.

Note: This course may be used in the General or Elective requirement for Arts & Science programs.

NRTH 321.3 — 1(3L)

Peoples and Cultures of the Circumpolar World I

Introduces the peoples and cultures of the north Circumpolar Region through interdisciplinary study in the fields of anthropology, sociology, history, media and cultural studies, communications and literature. Students will be introduced to traditional cultures and contemporary peoples through Indigenous and Western perspectives. This course examines primary societies (traditional Indigenous societies up to Western contact) and secondary societies (non-Indigenous enclaves in the North).

Prerequisite(s): NRTH 101 and 24 credit units at the University.

NRTH 322.3 — 2(3L)

Peoples and Cultures of the Circumpolar World II

Aims to promote an integrated and multidisciplinary understanding of the circumpolar peoples and their adaptations and contributions to social, economic, political, and environmental changes. This course describes the emergence of tertiary societies and a description of self-determination, followed by sections on identity and language, media, arts and literature, education, recreation and family, respective to the three primary Circumpolar regions: North America and Greenland, Siberia and Northern Asia, and Northern Scandinavia and North-west Russia.

Prerequisite(s): NRTH 101 and 24 credit units at the University.

Sincerely,

Alec Aitken

Professor & Head

Department of Geography & Planning

Hi Valerie, Thanks for this. Might I suggest a couple of alternative and or additions to this.

First, the list is a bit out of date. We no longer offer Hist 388.3 Mass Killing and Genocide very often (this was primarily a course offered by a colleague who is no longer here). It is also not really clear how this course would have fit well in this program. We also no longer offer Hist. 391.3 listed on your options.

As we have a particular focus on the History of Medicine and 5 faculty for whom this is the primary area of research and teaching, there are, a number of other courses we offer that---from my perspective at least---might be more than adequate replacements.

As well, we are in the middle of fairly major curriculum renewal; some of the courses which will be on the books to be taught next year or the year after might be of significant interest to this program. Along with the courses you include on your list that we continue to offer;

Existing courses that might be of interest include:

Hist. 303.3 Sex, Gender and Sexuality in Africa (This focuses much more solidly on health issues than the History of Sexuality in North America course you have included.)

Hist. 334.3 History of Medicine: Bugs to Drugs, 1800 to Present

Hist. 481.3 A History of Pain in Early Modern Europe

Hist. 484.3 A History of Madness From Enlightenment to Prozac

Hist. 488.3 Topics in the History of Development (this is a shell course but is most often taught by Dr. Horwitz as Infectious Disease and HIV/AIDS in Africa.

In development: We have dramatically overhauled our 100 level courses. All 100 level courses will now be 3 cu.; all will have as their main title History Matters and each will be followed by a content specific sub-title. All courses will fit into one of seven thematic groupings; one of which is Health and Society. I would respectfully suggest that these 100 level courses on Health and Society---all of which will have a similar number even though they might focus on different aspects of the History of Health and Society---might be very appropriate 100 level options for your students. All 100 level History courses focus heavily on developing skills---particularly they work on essay writing assignments and critical thinking.

As well, we have proposed a new 200 level History of Medicine shell course. Last year, this course was offered first as a Special Topics course on the History of Drugs in America. It will get a permanent number this year and will include different fillings related to the History of Medicine depending on which of our faculty are offering it each year. We also have in the works, 200 level courses on such topics as A History of Understanding the Body and others courses to do with Medical Professions.

I know it is difficult to plan a curriculum for a program around courses that are being proposed, rather than those already in the books. But, it would seem useful to integrate at least the courses farthest along in planning as you develop your curriculum.

Best, Jim Handy, Head, Department of History.

Tansi Valerie,

looks like a great interdisciplinary program.

There is only one NS class listed here, NS 221 and I believe it is appropriate and it can accommodate a few additional students. I also refer you to NS 255.3 Cultural Survival of Aboriginal Family and NS 256.3 Critical Survey of the history of Indigenous Child Welfare--both of these courses also fit the "culture, environment & health" as well as the "individual, society & health" components.

I hope this helps.
winona

Dr. Winona Wheeler, Head
Native Studies Department
University of Saskatchewan
127 Kirk Hall, 117 Science Place
Saskatoon, SK S7N-5C8
ph: (306) 966-6210

Department of Chemistry
110 Science Place
Saskatoon, SK S7N 5C9 Canada
Telephone: (306) 966-4654
Facsimile: (306) 966-4730

To: Valerie Thompson
Re: BASc degree
Date: 02-06-2013

Hi Valerie,

Thanks for the opportunity to provide input to the BASc program. I am the chair of the Undergraduate Affairs Committee in Chemistry and we are certainly willing to participate and even create relevant courses such as a medicinal chemistry course or an organic chemistry course for health professionals once we have a better understanding of the program.

Thus, I do have a couple of questions on behalf of UAC as well as some (hopefully) useful comments.

1. What are the predicted student outcomes? Can a student go on to graduate school with a BASc, and if so, in what disciplines? Most incoming junior undergrads do not even consider graduate school until their 3rd year, and that should be a viable option for someone with a BASc degree (especially for the large amounts of failed medical school applicants who will undoubtedly enroll in the program). It appears that graduate school in the sciences is not possible, but can a student do a double major in say physics or chemistry along with the BASc? This would require double counting of many course credits which would necessitate the bending of current course counting rules.

Additional comments:

2. The program appears to be heavily skewed towards the arts and too weak in the sciences (at least this appears to be the case from your listing of "Identified Existing Arts and Science Courses Relevant to Stream Concentrations". The degree also appears to overemphasize biology with seemingly every biology course being relevant to the program. Since the BASc degree specializes in health studies, have you considered including courses from toxicology, biochemistry, pharmacy and physiology?

3. We strongly recommend that the Chemistry requirement be at least 6 cu and include Chem 250 (introduction to organic chemistry) as a mandatory requirement as all medical professionals are required to have at least 3-6 cu of organic chemistry.

4. Other courses that we think fall under the “relevant” section of the degree include Chem 375 (Pollution Waste Disposal and Environment) as well as Chem 221 and Chem 322 (analytical chemistry I and II). The rationale is that students pursuing a health studies degree should have a solid understanding of pollution and environmental chemistry as well as a foundation in chemical analysis for applications in employment areas such as toxicology and wastewater management.

5. Chem 456 (Natural Products) is a specialized course on metabolic processes and should likely be removed from the list of relevant courses due to the general nature of the BAsC degree.

Please feel free to get in touch with me anytime if you desire to further discuss our comments.

Regards,

Stephen Foley

Chair of Undergraduate Affairs Committee
Department of Chemistry
stephen.foley@usask.ca



School of Public Health
107 Wiggins Road Saskatoon SK S7N 5E5 Canada
Telephone: (306) 966-8544 Facsimile: (306) 966-7920
Email: school.publichealth@usask.ca www.usask.ca/sph

April 23, 2014

Dear Ulrich,

I am delighted to hear that the B.A.&Sc. Health Studies is moving forward and we would be glad to consider the graduates from your program for admission into graduate studies at our School of Public Health, with the following two provisions:

- 1) We require as admission prerequisites courses in statistics. It is advantageous that this is included in your B.A. & Sc. program already.
- 2) We strongly recommend as elective a basic biology class in Human Biology.

We very much appreciate the breadth of your program, including courses such as Bioethics, Ecological Toxicology, Death & Dying, as well as Native Studies.

I look forward to a collaborative partnership with the College of Arts and Sciences in order that we can better meet the needs and aspirations of the students at the University of Saskatchewan.

Warm Regards,
Buck



Robert W. Buckingham
Executive Director
School of Public Health

From: Kulyk, William
Sent: Friday, October 18, 2013 2:59 PM
To: Thompson, Valerie; Dahl, Alexis
Cc: Marchant, Tracy; Shand, Phyllis; Desautels, Michel; Bull, Harold; Wickstrom, Mark; Teucher, Ulrich; O'Connell, Megan; McWilliams, Lachlan
Subject: RE: BA&Sc Health Studies - revised proposal and course outlines

Hi Valerie,

I've given the document a quick look, and this version is definitely much improved.

I do have three suggestions for further revision to the "Biology, Development & Health" stream. (They are highlighted in the attached file). The most important are:

- Including mention that the BMSC 220.3 Cell Biology course requires BMSC 200.3 (Molecules of Life) as a prerequisite/corequisite.
- I suggest adding ACB 310.3 course (Basic Human Anatomy) as one of the course options in the "Development and Body Systems" cluster, since it is very relevant to the body systems theme.
- I suggest removing the word "environment" from the description of the "Biology, Development & Health" stream, to more clearly distinguish it from the "Culture, Environment and Health" stream.

- Bill

Dr. William Kulyk
Professor
Department of Anatomy and Cell Biology
University of Saskatchewan
3D01.9 Health Science Bldg.
107 Wiggins Road
Saskatoon, Saskatchewan
Canada S7N 5E5
phone: (306) 966-4078 fax: (306) 966-4298
e-mail: william.kulyk@usask.ca

From: Desautels, Michel

Sent: Monday, October 21, 2013 2:35 PM

To: Kulyk, William; Thompson, Valerie; Dahl, Alexis

Cc: Marchant, Tracy; Shand, Phyllis; Bull, Harold; Wickstrom, Mark; Teucher, Ulrich; O'Connell, Megan; McWilliams, Lachlan

Subject: RE: BA&Sc Health Studies - revised proposal and course outlines

Hello, Valerie,

Sorry I missed the meeting. It could not be helped.

I reviewed the revised proposed program. It is significantly improved. The combination proposed in the Science theme of PHPY302, 303 and ACB310 will open the door (meet prerequisite requirements) for these students for admission to most professional degree programs.

Just as a suggestion, it is difficult to judge from looking at course numbers how much hands-on lab or experiential learning exposure the students will get from this program. It may be worth a mention in the text somewhere. This may be important if students are considering applications to graduate studies.

Otherwise, no further comments from Physiology. It looks good.

Best regards,

Michel

M. Desautels

Professor and Head,

Dept. of Physiology

College of Medicine,

University of Saskatchewan

From: Marchant, Tracy

Sent: Tuesday, October 22, 2013 11:05 AM

To: Dahl, Alexis

Cc: Thompson, Valerie; O'Connell, Megan; Teucher, Ulrich

Subject: Biology support for the BASc in Health Studies

Hi Alexis:

This email is to confirm that the Department of Biology has reviewed and participated in the preparation of the latest proposal for the BASc in Health Studies, and that we continue to endorse this proposal.

Cheers,

Tracy Marchant

Chair, Biology Undergrad Affairs Committee

From: McMullen, Linda
Sent: Tuesday, December 17, 2013 9:18 AM
To: Fornssler, Cathie; Teucher, Ulrich; Thompson, Valerie; Dahl, Alexis
Subject: RE: Discussion at APC about BASc in Health Studies

Hi Cathie:

I haven't been well lately, so am going to stay home today. I'm sorry about not being able to attend the meeting this afternoon. I'm assuming that I needed to be there to confirm the resources from the College outlined in the proposal. I can confirm that two tenure-track positions are available for the program: one from the College and one from the Division of Social Sciences.

Please let me know if you need anything else from my end.

Best,
Linda

From: Fornssler, Cathie
Sent: Tuesday, December 17, 2013 9:14 AM
To: McMullen, Linda; Teucher, Ulrich; Thompson, Valerie; Dahl, Alexis
Subject: RE: Discussion at APC about BASc in Health Studies

Hello everyone

Just to confirm that the discussion about the BASc in Health Studies will be this afternoon at 3 pm in room 238 Peter MacKinnon Building.

Cathie

Cathie Fornssler
Committee Coordinator
Office of the University Secretary
218 Peter MacKinnon Building
University of Saskatchewan
Saskatoon SK S7N 5A2
phone (306)966-5036 fax (306)966-4530

And please note our new website address: www.usask.ca/secretariat/index.php

To: Dr. Linda McMullen, Acting Vice-Dean, Social Sciences
Dr. Valerie Thompson, Department of Psychology
Dr. Ulrich Teucher, Department of Psychology
Ms. Alexis Dahl, Director of Programs

From: Gordon DesBrisay, Associate Dean, Student Affairs, Arts & Science

Date: January 3, 2014-01-03

Re: Academic Advising for the Bachelor of Arts and Science in Health Studies

I am delighted to see that the proposed Health Studies program (BA&Sc) is expected to go forward to University Council for approval.

With regard to academic advising, and having discussed the matter with Ms. Sheryl Prouse, Director of Student Advising, I am pleased to report that the College of Arts & Science has the necessary advising capacity in the Undergraduate Student Office and will allocate sufficient resources to support the advising of students in the proposed program.

I wish you every success with this important and exciting initiative.

Sincerely,

