Senate
Senate Chamber
Room 245 Engineering Building WEDNESDAY, 1 March 2000 1:30 p.m.

## AGENDA

I MATTERS TO BE CONSIDERED IN CLOSED SESSION
II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Senate

Committee on Awards
Page 17
2. Report of the Senate Committee on Curriculum and Course Changes

Page 37
III

IV REPORT OF THE PRESIDENT
V QUESTION PERIOD
Senators are reminded that questions shall normally be submifted in writing to the University Secretary no later than 10:00 a.m. of the day preceding the meeting.

VI CONSIDERATION OF THE MINUTES
OF THE MEETING OF 2 FEBRUARY 2000
VII BUSINESS ARISING FROM THE MINUTES
VIII REPORTS OF THE EXECUTIVE COMMITTEE OF SENATE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

1. Report of the Executive Committee of Senate
2. Report of the Senate Planning and Priorities Committee

The Chair will make an oral report on the Committee's activities.
3. Report of the Faculty Council of Graduate Studies re Proposal for a Master of Mathematical, Computational and Statistical Sciences
a) Report of the Senate

Planning and Priorities Committee
Page 159
4. Reports of the Senate Committee
on Admissions Concerning
Proposals from the Faculty of
Management for Assigning Transfer Credit
a) Keewatin Community College Graduates Page 160
b) École technique et professionnelle graduates

Page 167
5. Report of the Senate

Committee on Admissions
Concerning a Proposal from the
Faculty of Physical Education and Recreation Studies Page 174

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Wining. Manitoliu
Canada R.3T 2N2
Tel: (204) $+74+8197$
Fax: (204) 474-7554
EMail: awards©umanitohaca

FEB 042000
University Secretariat

## REPORT OF THE SENATE COMMITTEE ON AWARDS

## PREAMBLE

1. The Senate Committee on Awards last reported to Senate on January 20, 2000. The Committee convened again on February 1, 2000.
2. The terms of reference for the Senate Committee on Awards are found in the Senate Handbook on pages 10.11 and 10.12.

## OBSERVATION

1. Eleven new offers of awards were reviewed by the Committee and ten of these offers are forwarded to Senate. Fifteen amendments were reviewed by the Committee and all 15 are
$\therefore$ forwarded to Senate for approval. The Committee also noted two withdrawals.
2. The Committee notes that the terms of reference for the Louis Riel Bursaries at The University of Manitoba fall under the policy on Non-Acceptance of Discriminatory Scholarships, Bursaries,
$\geq \quad$ and Fellowships. The policy includes a provision for exceptions to be granted with the consent of the unit concerned, the Senate Committee on Awards, and the Senate. Support for this award
$\cdots$. on the grounds of positive discrimination was received from the Director of the Aboriginal!
3. $\cdots$ Student Centre and Dr. Donald J. Unruh, Director of Accessibility and Transition Programs at the University (see attached). The Committee concurs with the views expressed by these two Directors.

## RECOMMENDATION

That the 10 new offers, 15 amendments, and two withdrawals be approved as submitted by the Senate Committee on Awards.

Respectfully submitted,

K. Vessey, Chair

Senate Committee on Awards
KV/em
Comments of the Executive Committer:
The Executive Commit the endorses the Report to Senate.


## OFFERS

## DANIEL TAI HUMANITARIAN AWARD IN DENTISTRY

Dr. Daniel Tai, DMD, was a graduate of the University of Manitoba Dentistry Class of 1990. He was a very special person - kind and compassionate - and he embodied the true meaning of "friend" to those who were lucky to have known him. He passed away in 1999 after a courageous battle with cancer and he will be sadly missed by all his friends and family. In his honour, his classmates from the Class of 1990 have established an endowment fund at The University of Manitoba. The available annual income from the fund will support an award, initially valued at $\$ 150^{*}$, which will be offered each year to a student who:
(1) has completed all requirements for graduation from the Faculty of Dentistry at The University of Manitoba;
(2) has been voted by his/her graduating class as the most compassionate and unselfish practitioner among the class and a person who has shown the willingness to always help others.

Each spring, each individual among the graduating class in Dentistry will be asked to vote for the student who best embodies the qualities listed above. The student with the most votes will be named the Daniel Tai Humanitarian Award recipient. The award will be presented to the recipient at the Faculty of Dentistry Graduate Luncheon. The General Office in the Faculty of Dentistry will be in charge of calling for and collecting the nominations.

The selection committee shall be named by the Dean of the Faculty of Dentistry.

* The award will first be offered when the endowment fund generates at least $\$ 150$ in interest.


## JAMES I. ELLIOT BURSARY IN AGRICULTURAL AND FOOD SCIENCES

In honour of his contributions to the Faculty of Agricultural and Food Sciences at the University of Manitoba and to the agricultural industry, friends and colleagues of Dr. James I. Elliot have established an endowment fund at the University of Manitoba.

James I. (Jim) Elliot graduated from the Ontario Agricultural College in 1962 with a B.S.A. degree in Animal Husbandry. From 1962 to 1969, he studied at the University of Alberta, receiving a M.Sc. in 1965 and his Ph.D. in 1969, both in animal nutrition. In 1969, he joined the staff of MacDonald College at McGill University as Assistant Professor of Animal Science. In 1972, he moved the Research Branch of Agriculture

Canada as a research scientist at the Animal Research Centre. He was appointed Chair of the Swine Production Program at the Centre in 1976 and Deputy Director in 1984. Dr. Elliot was named Dean of the Faculty of Agricultural and Food Sciences at the University of Manitoba in 1989 and remained in this position until 1999. He is the author or coauthor of more than 100 scientific and miscellaneous publications and holds two patents. Dr. Elliot has served on a large number of provincial and national committees concerned with animal agriculture as well as several review task forces and foreign missions. He has also been active on boards in the agribusiness community. He is a member of the Canadian Society of Animal Science, the Manitoba Institute of Agrologists (MIA) and the Agriculture Institute of Canada (AIC). In 1984, he served as President of the Canadian Society of Animal Science. During 1982-1983, he was a member of the National Council of AIC and in 1998, he served as President of the MIA. Dr. Elliot holds the Award of Merit from the Canadian Society of Animal Science and is a Fellow of the AIC.

A bursary of $\$ 2500$ shall be offered to a student who:
(1) is a Canadian citizen or a permanent resident of Canada;
(2) is enrolled full-time in the degree programs of the Faculty of Agricultural and Food Sciences at the University of Manitoba;
(3) has completed at least 84 credit hours in any of the undergraduate degree programs offered by the Faculty of Agricultural and Food Sciences;
(4) has achieved a minimum cumulative grade point average of 3.0 ;
(5) has demonstrated financial need on the standard University of Manitoba bursary application form.

A bursary of $\$ 500$ is to be offered to a student who:
(1) is a Canadian citizen or a permanent resident of Canada;
(2) is enrolled full-time in the Diploma in Agriculture program in the School of Agriculture at the University of Manitoba;
(3) has completed at least 43 credit hours toward the Diploma in Agriculture;
(4) has achieved a cumulative grade point average of 3.0 ;
(5) has demonstrated financial need on the standard University of Manitoba bursary application form.

These bursaries will not be offered for the first time until such time as the fund supporting them generates a minimum of $\$ 3000$ in available annual income. Once
$\$ 3000$ is available, both bursaries will be offered. Excess funds beyond $\$ 3000$ will be returned to the capital until such time as the fund generates $\$ 6000$. Then, when the fund begins to generate $\$ 6000$, a second degree and a second diploma bursary will be offered. The number of awards will continue to increase in this fashion as additional gifts to the fund allow for larger amounts of interest to be generated.

The selection committee shall be the Awards Committee of the Faculty of Agricultural and Food Sciences.

## UNIVERSITY OF MANITOBA WORLD W.I.S.E. STUDENT EXCHANGE AWARDS

As a result of a referendum passed through the University of Manitoba Students' Union (UMSU), students registered at the University of Manitoba pay a $\$ .50$ student fee levy toward World WISE Program support. Annually, a portion of the money collected from these fees will be available for awards to assist students who are participating in the World WISE Student Exchange program. The number and value of these awards may vary from year to year depending on student enrolment and other demands placed on the student levy fund. Starting in 2000, six awards valued at $\$ 500$ each will be offered to students who:
(1) have been accepted into the World WISE Student Exchange program;
(2) have demonstrated highest financial need among the accepted group, as outlined below.

In order to rank those accepted to the program for the purposes of this award, consideration shall be given to a student's financial need, as declared at the time of application to the program. Taken into account are: (a) declared source of income and (b) a statement of anticipated expenses while on exchange.

Preference in selection shall be given, firstly, to students who have not received other awards for the academic session during which they are on the exchange, and, secondly, to students who are in their third or fourth year of their degree at the University of Manitoba.

The selection committee shall be named by the Coordinator of the World WISE Program (who will serve as a non-voting Chair), and may include the Associate Dean of the Faculty of Arts (or a delegate), the Associate Dean of the Faculty of Science (or a delegate), President of UMSU (or a delegate), one past World WISE Student Exchange program participant, and additional faculty members when deemed necessary.

## RANDY FUTROS MEMORIAL AWARD

In memory of Randy Futros, his family and friends have established a fund in his name at The University of Manitoba. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund. Randy was a second year student in the Department of

Mechanical and Industrial Engineering when he died tragically on May 23, 1999, while partaking in one of his favourite activities - skydiving. Randy showed exceptional school spirit in his short time in the Faculty of Engineering. He was involved in the University of Manitoba Engineering Student Society, was an integral part of the Canadian Society for Mechanical Engineering Student Group and volunteered as a racquetball instructor at the YMCA . Despite the time commitment and his dedication to these extra-curricular activities, Randy maintained a high grade point average. It is the wish of those who have established this award to honour Randy's memory by offering the award to a student much like Randy - a studious, involved and compassionate student in Mechanical Engineering.

Each year, the award will be valued at the available annual income from the fund and will be offered to a student who:
(1) has completed the second year of the program in the Department of Mechanical and Industrial Engineering;
(2) has achieved a minimum cumulative grade point average of 3.0 ;
(3) enrolls full-time in the third year of the program in Mechanical Engineering, specifically in the Aerospace Option;
(4) has demonstrated a high level of involvement and school spirit in extracurricular activities both within and outside of the University community.

Eligible-students will be asked to submit a completed Faculty of Engineering ExtraCurricular Involvement Questionnaire, which can be obtained from the General Office of the Faculty and submitted to the General Office of the Faculty on or before the designated deadline date for this award. If the recipient of the award does not register as required, the award will revert to the next qualified candidate.

The selection committee shall be the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering.

## UNIVERSITY OF MANITOBA EMPLOYEES SCHOLARSHIP

Through a one-time allocation of $\$ 100,000$ from the University of Manitoba Staff Benefits Experience Refund Account and matching funds of $\$ 100,000$ from the University of Manitoba and $\$ 50,000$ from the Manitoba Scholarship and Bursary Initiative, a scholarship program has been established at the University of Manitoba to provide support to dependent children and spouses of employees of the University. The first scholarships shall be offered in the summer of 2000, at which time the full allocation of $\$ 250,000$ shall be offered in scholarships. Continued funding for this program is under review.

## Eligibility

In order to be eligible for this scholarship, a student must be a dependent child or a spouse of a University of Manitoba employee or retired former employee. A dependent child is defined as "any unmarried natural child, adopted child or step-child of the staff member and includes any child for whom the staff member has been appointed legal guardian by court order, provided satisfactory proof of such guardianship is provided to the University, who is chiefly dependent on the staff member for support and maintenance:
(1) from birth, but under 18 years of age;
(2) 18 years of age or older, if a full-time student;
(3) 18 years of age or older, but continues to be incapable of self-sustaining employment by reason of mental or physical handicap.

A spouse is defined as "a staff member's legal spouse, common-law spouse or samesex partner (common-law spouse or same-sex partner means an individual who has been residing with the staff member in a conjugal relationship for a period of not less than one year).

Employees of the University of Manitoba are defined as "all full-time or part-time regular employees whose work week is fixed at $50 \%$ or more of the work week during the full 12 month year spanning the academic session for which the student receives this award (i.e., the employees must meet the eligibility criteria as of July 1 and remain so until June 30 of the year in which his/her dependent or spouse receives the award). Dependents or spouses of full-time employees will be eligible for the full award amount distributed in a given year (see disbursement details below) and the dependents and spouses of part-time employees will be eligible for award payments pro-rated to the part-time employee's percentage of full-time employment. Dependents and spouses of retired former employees will be eligible for the full award amount distributed in a given year. Eligible retired former employees are those who are eligible for the University of Manitoba Supplemental Health Benefits Plan.

Students may receive this scholarship either for a Regular Session (September to April) and/or for a Summer Session (May to August, includes Intersession, Summer Evening and Summer Day). Students may receive this scholarship for one term of the Regular Session.

## Undergraduate Applicants

Undergraduate applicants for this scholarships must have completed, in a regular session, at least 60 percent of a full course load, as defined by his/her Faculty or School. In a summer session, a minimum of nine credit hours must be completed. In addition, applicants must have received a sessional grade point average of 2.5 in that given session. For a particular course to be eligible for a payment from this scholarship program, a minimum course grade of $C$ must have been achieved in that course. For

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example, if a student completes three six credit-hour courses (18 credit hours) in a regular session and receives grades of $A, B$, and $D$, this student will be eligible for this scholarship as he/she has achieved a sessional grade point average of 2.67. However, the scholarship will only be given for the courses in which the A and B grades were achieved. Faculty of Medicine students in good standing will be eligible for these scholarships.

## Graduate Applicants

Graduate applicants for this scholarship must have completed an academic session as a full-time graduate student and must have achieved a sessional grade point average of 3.0 with no one grade lower that a C+. Pre-Master students and Occasional students must meet the same criteria as undergraduate students (outlined above).

## Restrictions

Only courses taken at the University of Manitoba are eligible for consideration for this award program. In addition, the value of the scholarship cannot exceed the amount of tuition that the recipient has paid. Thus, if a student owed tuition totalling $\$ 3000$ in a one-year period but received other awards totalling $\$ 1000$, the maximum value of this scholarship for that specific time period can be $\$ 2000$.

Students may only receive this scholarship for up to a lifetime maximum equivalent to 80 percent of the tuition for a four-year Bachelor of Science degree. This maximum shall be adjusted annually based on the percentage increase in the undergraduate tuition fees in the Faculty of Science at the University of Manitoba.

## Application

The application deadline shall be set each year by the Financial Aid and Awards office and applicants will be required to submit their applications to this office on or before the designated application deadline date. Application forms, designed in consultation with the office of Human Resources, shall be obtained from the Financial Aid and Awards office. Once all applications have been received, the Financial Aid and Awards office shall determine the award values for each recipient. Each applicant will be considered for a scholarship valued at the total amount of tuition paid over the twelve months prior to applying for the scholarship. The value of each scholarship shall be determined on the basis of total tuition eligible for reimbursement and available annual income from the fund on a pro-rata basis. For example, if total funds available for disbursement are $\$ 250,000$ and total tuition payments eligible for this reimbursement are $\$ 375,000$, then the value of each scholarship will be two thirds of the tuition paid by each individual student.

## MANITOBA ASSOCIATION OF HOME ECONOMISTS - RUTH BERRY AWARD

The Manitoba Association of Home Economists is an association of legislated professionals. The goals of the Association are threefold:
(1) to make the profession of home economics of increasing service to individuals, families and the community as a whole by (a) promoting improved quality of life; (b) encouraging highest standards of excellence in research, education, extensions and other public service; (c) maintaining high standards of knowledge, integrity and ethics of members; (d) facilitating greater coordination among members in different fields of home economics / human ecology; and (e) protecting society from exploitation by unqualified and fraudulent practitioners;
(2) to encourage and support students of home economics / human ecology at undergraduate and graduate levels;
(3) to study social issues with the primary focus and expertise of the home economics profession and make recommendations for action when appropriate.

To assist in carrying out its goals and in honour of Professional Home Economist, Dr. Ruth Berry, the Manitoba Association of Home Economists has established a endowment fund at The University of Manitoba. A contribution has been made to the fund by the Manitoba Scholarships and Bursaries Initiative. Ruth Berry is a Professor of Family Studies and a former Dean of the Faculty of Human Ecology at The University of Manitoba. She holds a Bachelor of Home Economics degree from the University of British Columbia, a Master of Science from Pennsylvania State University and Ph.D. from Purdue University. She is also a Chartered Financial Planner (CFP). Dr. Berry has served as a President of the Manitoba Home Economists Association and the Consumers' Association of Canada (Manitoba) and is currently the Past-President of the Canadian Home Economists Association. Dr. Berry has also completed two terms as a Board member of the Vanier Institute of the Family. In 1998, Dr. Berry received the Distinguished Service Award from the Winnipeg branch of the Manitoba Association of Home Economists. Among the other honours she has received are the Stanton Award, the Queen's Silver Jubilee Medal, the Manitoba Consumer Award, and the YW-YMCA Woman of the Year Award. In 1993, she was appointed a Provost of the Order of the Buffalo Hunt, the highest civilian award in the Province of Manitoba. She was the recipient of the first "Administrator of the Year" award given by the Faculty Association at The University of Manitoba in 1994.

The Manitoba Home Economists Association wishes to further commemorate the outstanding contributions that Dr. Berry has made to The University of Manitoba as well as to their profession and their Association.

The available annual income from the fund will support an award which will be
presented each year to a student who:
(1) has achieved the highest grade point average among students who have completed at least 54 credit hours and no more than 84 credit hours toward their Bachelor degree in Human Ecology;
(2) enrolls full-time in the Faculty of Human Ecology in the year in which the award is tenable.

The selection committee shall be named by the Dean of the Faculty of Human Ecology and shall include a representative from the Manitoba Association of Home Economists.

## BETTE PRIMROSE LOUNT BURSARY

Susan Stovel (nee Lount) has established an endowment fund at The University of Manitoba to honour her mother, Bette Primrose Lount. A contribution has also been made to this fund by the Manitoba Scholarship and Bursary Initiative. Bette Lount was a gentle and caring woman who was always concerned with helping others and gave of herself throughout her life. She would be pleased to know that her compassion and generosity in her lifetime will live on in a bursary fund at the University.

Bette graduated from the School of Home Economics at The University of Manitoba in 1943 and Susan, her daughter, followed in these footsteps in 1967. Due to this family connection to the area of home economics and to The University of Manitoba, Mrs. Stovel̂thas established this fund to support students in the Faculty of Human Ecology. z.

Each year, the available annual income from the fund will support bursaries, the number and value of which will be determined by the selection committee, which will be offered to students who:
(1) are enrolled full-time in the Faculty of Human Ecology at The University of Manitoba;
(2) have achieved a minimum cumulative grade point average of 2.5;
(3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Preference in selection shall always to be given to single parents.
The selection committee shall be named by the Dean of the Faculty of Human Ecology and, in the first year that these bursaries are awarded, Mrs. Susan Stovel shall be invited to attend the bursary selection meeting.

## 26 <br> WILLIAM AND OLGA DANYLUK BURSARY

In honour of William and Olga Danyluk, their children Helen, Steven, Mary, and George, along with a contribution from the Manitoba Scholarship and Bursary Initiative, have established an endowment fund at the University of Manitoba to support bursaries for students who are members of St. Andrew's College at the University. The children wish to thank their parents who, through sacrifices, encouragement, and dedication, made it possible for them to pursue higher education.

Each year, one bursary of $\$ 500$ will be awarded, starting in the fall of 2000 . In future years, when the available annual income on the fund allows, additional bursaries of $\$ 500$ each shall be offered. If, in the future, more than one bursary is avaliable in a given year, the bursaries may be split equally between students in the Faculty of Arts and students in the Faculty of Science.

Each bursary will be offered to an undergraduate student who:
(1) is enrolled full-time at the University of Manitoba in the Faculty of Arts (or, when the second award is available, the Faculty of Science);
(2) has achieved a minimum cumulative grade point average of 2.5 ;
(3) is a member of St. Andrew's College;
(4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee shall be named by the Principal of St. Andrew's College.

## LOUIS RIEL BURSARIES AT THE UNIVERSITY OF MANITOBA

The Manitoba Métis Federation, through the Louis Riel Institute and along with a contribution from the Manitoba Scholarship and Bursary Initiative, has established an endowment fund at The University of Manitoba. The purpose of this fund is to provide, in perpetuity, bursaries to attract and retain students of Métis status in degree programs offered by The University of Manitoba. The first bursaries shall be offered in the fall of 2001. Initially, the available annual income from the fund shall be used to support bursaries valued between $\$ 1,000$ and $\$ 3,000$ each. The value of each individual bursary shall be based on the student's level of demonstrated financial need. When the available annual income permits, the value and number of bursaries shall be increased.

These bursaries will be offered to students who:
(1) are Métis;

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(2) are enrolled full-time at The University of Manitoba in the academic session in which the bursary is offered and held (summer session students are eligible);
(3) (a) are returning students who have achieved a minimum cumulative grade point average of 2.0 ; or
(b) have successfully been admitted to the University of Manitoba for their first year of study here;
(4) have demonstrated financial need on the standard University of Manitoba bursary application form;
(5) have included a letter from the Louis Riel Institute indicating their eligibility for membership in the Manitoba Métis Federation.

The bursary application and the support letter from the Louis Riel Institute must be submitted together on or before the bursary application date at The University of Manitoba. Applicants will be asked to submit applications to the Enrolment Services office. Bursaries will be awarded prior to the fee deadline for summer session (in the case of summer session bursaries) or prior to the fee deadline in the second term of regular session. Each bursary will be awarded in one disbursement.

The investment of this fund shall be consistent with the requirements of the University of Manitoba Act. The contributions made by donors to this fund shall be held and invested in perpetuity. Unexpended income shall be capitalized.

The selection committee shall be named by Director of Enrolment Services.

## FAIRGRIEVE MicBANE AWARDS

Donald and Isabel McBane have established a fund at The University of Manitoba in honour of their parents. Dr. J.K. McBane was a physician who served overseas during Word War I. He went on to practice medicine in Rainy River, Ontario until his death in 1951. His wife, Ethel McBane, raised two children, taught high school for many years, and was always an involved citizen. John and Lillias Fairgrieve emigrated from Great Britain in the early 1900s and established a life for themselves and their family in rural Manitoba. They were always truly proud Canadians. They worked hard, endured difficult times and always supported their Manitoba farming community.

Donald and Isabel McBane wish for this fund to recognize and reward students both in Medicine and in Human Ecology. Thus, the available annual income from this fund will be split annually between two awards of equal value.

The first award, the Fairgrieve McBane Prize in Medicine, will be offered to a student who:
(1) has completed all the requirements for graduation from the Faculty of Medicine;
(2) is nominated by the faculty and/or students in Medicine as the member of the graduating class having demonstrated the most genuine compassion and profound interest in caring for those in need of medical assistance (nominations are not to be limited to students from any particular clerkship rotation).

Each spring, a call for nominations will be opened to all faculty and students in the Faculty of Medicine and a selection committee named by the Dean of the Faculty of Medicine will select the prize recipient based on the nominations received.

The second award, the Fairgrieve McBane Award in Nutrition, will be offered to a student who:
(1) has completed at least 24 credit hours toward a degree in Human Ecology and has achieved high academic standing (minimum grade point average of 3.0);
(2) enrolls full-time in the Faculty of Human Ecology in the year in which this award is tenable;
(3) has declared a specialization in Foods and Nutrition.

The selection committee for this award shall be the Student Standing and Awards Committee of the Faculty of Human Ecology.

## AMENDMENTS

## HUMAN ECOLOGY STUDENTS' SOCIETY BURSARIES

The terms of reference for these awards are to be amended. Previously, one bursary was given to a student in second year in the Faculty of Human Ecology and one to a student in third year in the Faculty of Human Ecology. Two bursaries will continue to be offered. However, one will be offered to a student who has completed 54 credit hours toward a Human Ecology degree and the other to a student who has completed 84 credit hours toward a Human Ecology degree.

## JAZZ INVESTMENTS BURSARY

The donor of this bursary has requested that its terms be amended. The bursary is now to have a minimum value of $\$ 1000$. As the fund does not currently generate enough available annual income to cover this size of award, the donor wishes to top up the
award himself. Once the fund generates $\$ 1000$ or more, the award shall be valued at the available annual income, rather than be limited to $\$ 1000$. In addition, the terms of reference currently state that the donor of this bursary may be included in the selection committee. This statement will be altered to indicate that the donor WILL be included in the selection committee.

## JEAN AND JOSEPH MCCOMBE MEMORIAL PRIZE

With the agreement of the donor contact for this award, the value of this award is to increase from $\$ 600$ to the available annual income, approximately $\$ 975$.

## DRS. R.E. JORDAN AND M. SUZUKI AWARD IN OPERATIVE DENTISTRY

With the agreement of the donor contact for this award, the value of this award is to increase from $\$ 300$ to the available annual income, approximately $\$ 725$.

## VICTORIA CATHERINE HULL MEMORIAL AWARD

In accordance with the wishes of the donor contact for this award, the terms of reference are to be amended to increase the value of the award from $\$ 425$ to $\$ 650$.

## MARGUERITE MURRAY SCHOLARSHIPS

The terms of reference for these awards are to be amended. Firstly, the available annual income shall now be used to support these two awards, rather than only $\$ 600$ per award. Half of the available annual income shall support the award for a new, entering student and the remaining half of the income shall support the award for the returning student who is renewing the award. Secondly, one award will now be offered to a student who is entering the Faculty of Education After-Degree Program (Middle Years) with high standing and who registers for, and remains in, the Curriculum and Instruction courses, plus the practicum. Thirdly, the second award will be a renewal in the second year of the After- Degree Bachelor of Education (Middle Years) program provided that the recipient has achieved a minimum grade-point average of 3.0 and, in the next ensuing academic year, registers for, and remains in the Curriculum and Instruction courses, plus the practicum.

## HOECHST MARION ROUSSEL CANADA AWARD IN LAW AND ETHICS HOECHST MARION ROUSSEL CANADA SCHOLARSHIP.

Due to a recent corporate merger, the names of these awards are to be amended to Aventis Pharma Inc. Award in Law and Ethics and Aventis Pharma Inc. Scholarship.

## FACULTY OF AGRICULTURAL AND FOOD SCIENCES ENDOWMENT BURSARIES

Firstly, the financial commitment to support these bursaries through the Faculty of Agricultural and Food Sciences Endowment has been extended to the fall of 2001. Previously, the commitment was to March of 1999 . Secondly, the two bursaries which were previously offered to students entering the degree program in the Faculty will now be offered to students who are registered in the course Natural Resources and Primary Agricultural Production (currently numbered 65.150) and who intend to enter the Faculty of Agricultural and Food Sciences in the next regular academic session.

## JACK MACDONELL SCHOLARSHIP FOR RESEARCH IN AGING

The value of this award is to be increased from $\$ 1500$ to $\$ 2000$.

## LEADER OF TOMORROW SCHOLARSHIPS

The terms of reference for this scholarship series are to be updated. Firstly, the terms will state that this scholarship is open to students entering University 1, not only direct entry schools and faculties at the University. Secondly, the courses used for consideration for this award will be updated to the new high school Senior 3 and 4 levels from the older 300 level designations.

## ISABEL AULD ENTRANCE SCHOLARSHIP

The terms of reference for this scholarship series are to be updated. Firstly, the terms will state that this scholarship is to be valued at at least $\$ 2500$. Secondly, University 1 will be added as an eligible program of entry. Further, the courses used for consideration for this award will be updated to the new high school Senior 4 level from the older 300 level designation.

## CHOWN CENTENNIAL ENTRANCE SCHOLARSHIP

The terms of reference for this scholarship are to be updated. Firstly, the terms will now state that the value of this scholarship was initially $\$ 500$, allowing for future increases in value. Secondly, the terms will state that students from north western Ontario are also considered for this scholarship. This has been the practice for some time, but this has not been included in the terms. Finally, the terms will state that students can be entering University 1 or any direct entry faculty or school to be eligible for this scholarship.

## ADVANCED EARLY ADMISSION SCHOLARSHIPS

The terms of reference for these awards shall state that there are currently approximately 100 of these awards offered each year at approximately $\$ 1700$ each. Other additions to the terms will include the list of approved courses used for scholarship consideration, a minimum cut off of at a $92.5 \%$ grade point average in

Senior 3, and a note that if the recipient's Senior 4 average exceeds $95 \%$, his/her award value will be increased to approximately $\$ 2000$. Further, if the recipient's Senior 4 average falls below $90 \%$, his/her award will be reduced to the appropriate Tier IV or Tier V entrance scholarship level. Finally, a note will be added to the terms that states that these scholarships are not tenable with the Leader of Tomorrow Scholarship nor with the five tier entrance scholarship program at the University of Manitoba.

## UNIVERSITY OF MANITOBA ENTRANCE SCHOLARSHIPS

The terms of reference for this five-tier entrance scholarship program are to be updated. Firstly, the most current award values will be added to the terms of reference for this award, indicating the range of award values from $\$ 800$ to $\$ 2,000$. These values may increase further in the future. Secondly, the terms of reference will clearly reflect that the scholarships offered as Tier I are called University of Manitoba Queen Elizabeth II Entrance Scholarships, those offered in Tier II are called Guertin Centennial Entrance Scholarships, and those offered in Tier III are called the Hogg Centennial Entrance Scholarships. Those offered in Tiers IV and V are called the University of Manitoba Entrance Scholarships. An addition is to be made to the terms to indicate that the selection is based on the best five courses appearing on the approved list of high school scholarship-eligible courses. The paragraphs regarding faculty quotas and faculty top-ups are to be removed from the terms, as they are no longer applicable. Finally, an addition is to be made to the terms noting that the first round of offers occurs in May of each year, based on mid-term marks and any available final Senior 4 grades. A second round of offers goes out in July, based on final Senoir 4 marks, and a final round of offers occurs in August and takes into consideration late-admitted entering students.

## WITHDRAWALS

## LANDSCAPE MANITOBA SCHOLARSHIP

Upon a request from the donors of this award, it is to be withdrawn.

## ATOMIC INTERPROVINCIAL TRANSPORTATION SYSTEMINC. BURSARIES

Due to a recent merger and changes to the structure within this company, these bursaries are to be withdrawn.

## MEMORANDUM

DATE:
February 3, 2000
TO:
Ewa Morphy, Enrolment Services
FROM:

RE: Donald J. Unruh, Director (Accessibility and Transition Programs)


PROPORTION OF MÉTIS STUDENTS AT THE U OF MLOUIS RIEL BURSARY FUND:

As indicated previously, the University has not had an official means of identifying Aboriginal students. Indications, however, deduced from information gathered from sponsoring agencies, participation rates in the ACCESS Programs, in the Aboriginal Student Centre and the Aboriginal Student Association, and graduation rates of known (self identified) Aboriginal students, would seem to indicate that there are approximately $1200 \pm$ Aboriginal students at the University-about $5.5 \%$ (based on a total student population of 21,500). The Aboriginal (North American Indian, Métis, Inuit) population of Manitoba make makes up $11.1 \%$ of the province total. Of the Manitoba Aboriginal population, $64 \%$ are North American Indian, $36 \%$ are Métis and $.2 \%$ are Inuit. Métis make up approximately $4 \%$ of the population of Manitoba. Assuming that the proportion of Métis students at the University follows the proportion of Métis in the Aboriginal population of Manitoba, there are approximately 432 Métis students or $2 \%$ of the university student population. (All Manitoba figures taken from the StatsCan "1996 Census: Aboriginal Data")

Summary

|  | Province of Manitoba | University of Manitoba |
| :--- | :---: | :---: |
| Aboriginal | $11.1 \%$ | $5.5 \%$ (estimate) |
| Métis | $4 \%$ | $2 \%$ (estimate) |

PH: (204) 474-9240, E-MALL: D_Unruh@UManitoba.Ca

There are two factors, however, which may make these figures optimistic. First, the birth rate among Aboriginal peoples has been considerably higher than among the provincial population for some time. Therefore, the proportion of the Aboriginal population between 15-24 years of age ( $21 \%$ ) is considerably higher than for the Manitoba population (13.8\%).

Second, Métis and non-treaty Indian students have, in recent years, suffered disproportionately with regard to student support funding. The 1992 decision of the provincial government to replace ACCESS program allowances with a combination of Canada Student Loans and ACCESS Bursaries had a greater negative impact on Métis and non-status Indians than on Treaty Indians, who had access to significant Band funding. The amount of ACCESS Bursaries funding was severely limited so that fewer numbers of eligible students were covered, and the proportion of student loan to ACCESS bursary went up dramatically. (A recent study of ACCESS student debt load, carried out by the Student Financial Assistance Branch, shows that ACCESS students carry a higher debtload than regular students, in spite of the ACCESS Bursaries.) As a result of this reduction in student funding, the numbers of Métis students in the programs has declined slightly.

Finally, the formerly called Pathways funding (through HRDC), now Local Area Management Boards (LAMB) funding, has, with some exceptions, only been available (because of HRDC regulations) to support Métis students at the community colleges. This proposed LRI Bursary Fund is being established by a grant from the Federal Government, in recognition of the fact that LAMB funding is not available to Métis students intending to attend university. It is intended to partly redress the inequity.

DJU/wh
cc. Elaine Goldie, Executive Director, Alumni and Development

James S. Gardner, Vice-President (Academic) and Provost

34

January 27, 2000

317 Univerily Cenure Winnipeg Mutilota Cramin R3T 2NZ
Tal: (3<xtic74-8850
Fux: (즌) 275-3142 E-Muil: ascermaniotaza

Chair, Senate Committee of Awards
c/o Ms. Ewa Morphy
Financial Aid \& Awards
4th fl-University Centre
Dear Senate Committee:
Please accept this letter as formal support for "The Louis Riel Bursaries at the University of Manitoba" for Metis students. As the Director of the Aboriginal Student Centre I can speak confidently that the Aboriginal students at the University of Manitoba have very different needs than the general population.

As stated numerous times in prior support letters, bursaries and scholarships specifically designated for Aboriginal students, is in demand and of great need. The financial strain on Metis students can often be greater than the general Aboriginal population. Although the Metis population share the same economic hardships of First Nation populations, there are currently very little financial supports to assist. Government programs and the Department of Indian Affairs do not include the Metis as part of their jurisdiction and this is especially true for education and training. Most financial supports currently come from Human Resources and it is difficult to attain dollars for postsecondary training (colleges and short term academic programs are favoured). This fact alone warrants the need for the development of many bursaries and scholarships, and specifically supports the need for the proposed Louis Riel Bursaries at the University of Manitoba.

In edycation, mee-gwetch/thank you


Director, Aboriginal Student Centre
attch.

Tabie 4.1
Educallonal attalnment of people aged 15-64,1991

|  | Metis |  |  | North American Indlan |  |  | Inut |  |  | Non-Aborlghal |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Women | Men | Tola | Women | Men | Total | Women | Men | Total | Wemen | Men | Total |
|  | \% |  |  |  |  |  |  |  |  |  |  |  |
| Educational attainment: |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than Grade gr | 15.1 | 17.6 | 163 | 20.1 | 22.1 | 21.0 | 43.6 | 40.5 | 42.1 | 9.4 | 9.7 | 9.6 |
| Somis scrondary school | 36.9 | 37.8 | 373 | 33.2 | 36.3 | 34.6 | 25.4 | 23.2 | 24.3 | 23.6 | 24.1 | 23.9 |
| High school graduate | 9.7 | 10.3 | 10.0 | 92 | 8.4 | 8.9 | 5.7 | $3 . \mathrm{B}$ | 4.8 | 17.4 | 13.9 | 15.7 |
| Somre posisecondary | 14.2 | 10.3 | 12.3 | 13.9 | 11.1 | 12.6 | 11.1 | 9.8 | 10.4 | 15.4 | 14.4 | 15.0 |
| Postsecondary certificatodidiploma ${ }^{3}$ | 16.9 | 18.9 | 17.8 | 16.5 | 16.8 | 16.7 | 11.9 | 20.8 | 16,1 | 20.1 | 22.2 | 21.1 |
| University degreas | 8.9 | 4.8 | 5.9 | 6.8 | 4.7 | 5.8 | 1.7* | 1.7* | 1.7 | 14.0 | 15.5 | 14.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100,0 | 100.0 | 100.0 |
| Total population (000s) | 42.1 | $38.2{ }^{-}$ | 80.3 | 147.5 | 126.3 | 273.8 | 10.3 | 9.7 | 20.0 | 8,882,8 | 8.868 .1 | 17,750.9 |

' includes people stit attanding school

- includas no formal schooling.
${ }^{3}$ inelures trate certificalts.
- Includes universily centifeatadtploma below lachighers Isvel.
'Includes thoss who did rot report thatr eductionst atainment

Source: Stalistics Canada Aboriginal Peopites Survey and Census of Canada.


|  | People aged: |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 15-24 |  |  | 25-44 |  |  | 45-64 |  |  |
|  | Women | Men | Total | Women | Men | Tolal | Wornen | Men | Tolal |
|  | \% |  |  |  |  |  |  |  |  |
| Educational athainment: | $\cdots$. |  |  |  |  |  |  |  |  |
| Less than Grade ${ }^{\text {g }}$ | 8.1 | 10.5 | 9.2 | 10.3 | 13.5 | 11.8 | 41.4 | 387 | 40.1 |
| Some secondary school | 54.8 | 59.4 | 56.9 | 30.1 | 30.3 | 30.2 | 23.2 | 23.4 | 23.3 |
| Hioh sthoal gradiate | 11.6 | 13.3 | 12.4 | 10.4 | 10.1 | 10.2 | 4.3 | 6.2 | 5.3 |
| Some postsecondary | 15.2 | 8.8 | 12.2 | 15.6 | 13.0 | 14.4 | 8.6 | 5.7 | 7.1 |
| Postsecondary |  |  |  |  |  |  |  |  |  |
| centi:icate/diplama ${ }^{3}$ | 6.9 | 6.8 | 6.8 | 24.1 | 25.1 | 24.6 | 14.7 | 22.1 | 18.4 |
| Unlversity degread | 2.2" | $x$ | 1.4 | 97 | 7.8 | 8.8 | 7.8 | 3.9* | 5.8 |
| Total ${ }^{\text {a }}$ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 1000 | 100.0 | 100.0 | 100.0 |

- inciudes pecple still ahending schoot

I faciucles no formal schooting.
I includes itace certificals.

- Includes unhersify certificatediploma below Bachalors .tevel.

1satudes thase who did nol report thair educational attalhment.

Sourna: Stalistics Canada, Aboriginal Pecples Survey,

Low incomes ${ }^{3}$
A relativaly large share of the Méts population live in a low income situation．In fact，one in three Mèis aged 15 and over（ $33 \%$ ）lived with incomes which fell below Statistics Canada＇s Low Income Cut－offs＇in 1990．This was more than twice the figure for the non－Aboriginal population（15\％）．（Table 6．3）

Young Métis acuits under age 25 ara more likely than theit older counterparts to have low incomes．In $1990,40 \%$ of Métis aged 15 to 24 lived in a low income situation，versus $34 \%$ of Métis aged 65 and over， $32 \%$ of those aged 45 to 64 and $29 \%$ of those in the 25 to 44 egge range．However，at all ages，the incidence of low income among the Métis was about twice that of the non－Aboriginal population．

A larger share ol Méts women than men live with low incomes．in 1990， $36 \%$ of Metis women aged 15 and over Vived with inoornes below the Low Income Cut－ffs． compared with $30 \%$ of their male counterparts．This was true in all age ranges， with the greatest gap observed among those aged 25 to 44 ．In 1990 ． $34 \%$ of women in this age range lived with low incomes，versus $24 \%$ of men．

The incidence of low income is also very high among Métis children．In 1990， $41 \%$ of Métis children under age 15 lived in a low Income situation，more than twice the rate of low income among non－Aboriginal children（17\％）．

Low income is not measured in the Yuken，the Northwest Territorias or on indian resenves and setthements．
 it hey spend on average al teast 20 percentrga peints nore of matr pro tax income than the Canallan arerape on food，shether and clothing．Tha number of peopta in the faminy，tno the size of the urban or fural area of residence are also taken into censideration．Nete，howevar，that Statisitios Canada＇s Law Incoma Cut－ofts art not official dovert lines，They have no officially recoonizod status as suth，nor does Slaulsics Candada promote thetir sse as poverty lines．

## 37

25 January 2000
Report of the Senate Committee on Curriculum and Course Changes - Submitted to Senate for Concurrence Without Debate

## Preamble

The Senate Committee on Curriculum and Course Changes (SCCCC) met on 21 January 2000 to consider course and curriculum changes from Faculties and Schools.

## Observations

1. General

In keeping with past practice most changes for departments totaling less than ten credit hours are forwarded to Senate for concurrence without debate. This is in accordance with the Senate's recommendation approved 3 July 1973, that course changes would cease to go to the SPPC when the resource implications are intra-faculty. Deans and Directors are to assess the resource implications to the respective units when course changes are proposed. Major changes in existing programs are to be referred to the SPPC for assessment of resource implications.
2. Faculty of Human Ecology

Department of Foods and Nutrition
$\cdots$
Course 030.4ES Nutrition in Exercise and Sport is being introduced. It is designed for the new zundergraduate program, Bachelor of Exercise and Sport Science, in the Faculty of Physical
${ }^{2}$ : Education and Recreation Studies. The course will also be available to other students with the required pre-requisites.

On 3 December 1997, Senate approved a re-organization of the curriculum in the Department of Foods and Nutrition. Students majoring in Foods and Nutrition are able to select either a program emphasizing foods or a program emphasizing nutritional sciences. The programs share a common first two years, which gives students the time and opportunity to make an informed program decision, as well as simplifying student advising. The information submitted to Senate at that time inadvertently omitted the lists of electives. That omission was brought to the attention of the Committee on Curriculum and Course Changes, and it is recommended that the lists of elective courses be approved at this time.

## 3. Faculty of Law

Course 045.372 Intellectual Property is to be deleted and re-introduced, with the same course number and title, by increasing the credit hour allocation from 3 to 4 . There has been a significant expansion in the law relating to intellectual property in the past decade, and the additional credit hour is needed to address those developments. A minor change is also being made to the course description to more clearly define the contents of the course.

Course 045.261 Pre-Trial Process is to be modified by changing to a pass/fail grading system.

## 4. Centre for Higher Education Research and Development

In 1989, SCCCC was charged with the responsibility of approving, on behalf of Senate, the introduction, modification or abolition of Certificate Programs.

In 1994, the Centre for Higher Education Research and Development (CHERD) was asked to develop a Certificate Course in University Management.

The Committee on Curriculum and Course Changes approved the following changes to the Certificate Course in University Management:

Course to be deleted:
Faculty in Transition (10 credit hours)
Courses to be introduced:

## Faculty Renewal: Investing in the institution's Future (10 credit hours)

The focus of the workshop will be the recruitment and retention of new faculty.
Academic Leadership ( 40 credit hours)
The program has been designed to help department heads and chairs be prepared for the task of administering a department in the complex environment of the modern university.

Paying Attention to the Academic Culture: Promoting an Equitable and Collegial Climate in Departments and Faculties ( 20 credit hours)
Will focus on the issues and strategies to be formulated by administrators to foster an equity culture in the classroom, academic freedom, collegial relationships and fair hiring procedures.

How to Deal with Disturbed and Difficult Behaviour in an Educational Setting ( 15 credit hours) Will focus on the issue of dealing with difficult behaviour in universities and colleges, the issues of identifying problematic behaviour, the use of protocol to deal with such behaviour and the identification of individuals who can assist in dealing with the behaviours and the issues of follow-up and monitoring.

## Strategic Planning ( 15 credit hours)

This workshop will: focus on level of the institution; recognize time and energy limits which can be devoted to planning; and promote rapid implementation and measurable results.

Course to be modified:
Tribunal Training Program: The Nuts and Bolts of Conducting Fair Hearings in a University or College Setting ( 40 credit hours)
Will focus on the holding of formal hearings on both academic and non-academic matters. The workshop is specifically designed to equip administrators and faculty with the knowledge and skills necessary to conduct these hearings.

## Recommendations

The Senate Committee on Curriculum and Course Changes recommends that curriculum and course changes from the units listed below be approved by Senate:

Faculty of Human Ecology
Faculty of Law
Respectfully submitted,

Dean B. L. Dronzek, Chair
Senate Committee on Curriculum and Course Changes
Terms of Reference: Senate Handbook (Revised 1992), pp. 70-71.

## 1. Faculty of Human Ecology

## Department of Foods and Nutrition

Course to be introduced:
$\pm$
030.4ES Nutrition in Exercise and Sport +3

The application of nutritional regimens to meet exercise requirements and improve athletic -performance. Current practices and recommendations fordifferent types of sports will be discussed. Pre-requisites: 030.121 and 057.343.

NET CHANGE IN CREDIT HOURS: $\mathbf{+ 3}$
$\pm$

Page -3-

## Course Structure:

## Nutrition Option

- Faculty core
- Department core
- Other core ${ }^{\text { }}$
- Restricted Faculty electives
- Department electives
- Free electives

12 credit hours
38 credit hours
33 credit hours
$\theta$ credit hours
15 credit hours
12 credit hours

Restricted Faculty Elective
062.142 Family Management Principles
(3)

002207 Farnily Financial Management
(3)
$062345 \quad$ Consumer Problems and Influences
(3)
062.101 Hurnan Development in the Family
or
052114 Family Studies Relationships
052209 Principles of Human Development I (3)
062210 Principles of Human Development il
Department Electives
$30.326 \quad$ Food Quality Evaluation
30.329 Cultural and Psychological
(3)
30.3BE

Food Service Managernent Systems
(3)
30.4 [Requires 27.203 Administration Theory]
30.4CA Food Product Development
30.4 CC Community Nutrition Intervention
(3)
$30.4 C D$
Nutrition and the Elderly
30.4 CE
30.400
30.412
30.414
30.425

Maternal and Child Nutrition
(3)
(3)

Practicum in Foods and Nutrition
(6)

Senior Thesis
(3)
30.425 Selected Topics in Foods
30.426 Selected Topies in Nutrition
(3)
30.427

Sensory Methods

## Course Structure

Foods Option:

- Faculty core
- Department core
- Other core ${ }^{1}$
- Restricted Faculty electives
- Program electives
- Frce electives

12 credit hours
42 credit hours
36 credit hours
9 credithours
9 credit hours
12 credit hours

1. Other core includes all non-elective courses - i.e. Chemistry, psychotogy, statisties, marketing, ete.

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| Restricted Faculty Electives |  |  |
| :---: | :---: | :---: |
| 062.142 | Family Management Principles | (3) |
| 062.207 | Family Financial Management | (3) |
| 062345 | Consumer Problems and Influerces | (3) |
| 062.101 | Hurman Development in the Famlly or | (3) |
| 0.62 .114 | Family Studies Relationships |  |
| 062.209 | Principles of Hiuman Development I | (3) |
| 062210 | Principles of Human Development II | (3) |

Program Electives (9 credits from either Management or Food Quality and Safety) Management Electives

| 118.321 | Retail Management | (3) |
| :--- | :--- | :--- |
| 118.322 | Marketing Research | (3) |
| 118.323 | Consumer Behaviour | (3) |
| 118.330 | Intermational Marketing | (3) |
| 027.203 | Administrative Theory | (3) |
| 007.207 | Introduction to Organisational Behaviour | (3) |
| 027.208 | Management and Organisation Theory | (3) |
| 009.110 | Introduction to Financial Accounting | (3) |

1. Not to be held with 027.207 or 027.208

Food Science Electives

| 78.416 | Food Analysis 1 | (3) |
| :---: | :---: | :---: |
| 78.425 | Food Analysis II | (3) |
| 78.420 | Ouality Control in Foods | (3) |
| 78.428 | Food Microbiology II | (3) |
| 78.430 | Food Toxicants | (3) |
| 78.450 | Food Safety and Regulation | (3) |
| 78.452 | The Packaging of Food | (3) |
| Department Electives |  |  |
| 30.3BE | Food Service Management Systems [Requires 27.203 Administration Theory] | (3) |
| 30.40 CA | Food Froduct Development | (3) |
| 30.4 CC | Community Nutrition Intervention | (3) |
| 30.4 CD | Nutrition and the Elderly | (3) |
| 30.4CE | Maternal and Child Nutrition | (3) |
| 30.4 CG | Practicum in Foods and Nutrition | (6) |
| 30.412 | Senior Thesis | (3) |
| 30.414 | Quantity Foods | (3-3) |
| 30.425 | Selected Topics in Foods | (3) |
| 30.428 | Selected Topics in Nutrition | (3) |

Page -5-
2. Faculty of Law

Course to be deleted:
045.372 Intellectual Property

Course to be introduced:
$045.372 \quad$ Intellectual Property (4-0:0-0) or (0-0:4-0) or (2-0:2-0) +4
A study of the law of, and issues related to, the major areas of intellectual property, including trade marks, copyright and patent, as well as ancillary doctrines including some or all of industrial design, trade secrets, appropriation of personality and plant breeders' rights.

Course to be modified:
045.261 Pre-Trial Process (3-0:0-3) 3

Study of the pre-trial civil litigation process. Course includes the principles and practices of interviewing, advising, negotiation and mediation. Grading: Pass/Fail.

NET CHANGE IN CREDIT HOURS:

$$
+1
$$

Comments of the Executive Committer:
The Executive Committee endorses the report to Senate.

311 Administration Bldg. Winnipeg, Manitoba Canada R3T 2N2

Tel: (204) 474-8174
Fax: (204) 474-7511

## MEMORANDUM

DATE: January 26, 2000
TO: Dr. Emöke Szathmáry, Chair of Senate.

FROM: Ms. Beverly Sawicki, University Secretary.


SUBJECT: BOARD OF GOVERNORS MEETING HELD JANUARY 25, 2000.

The Board of Governors, at a meeting held January 25,2000, considered the following items of interest to Senate.

## 1. Report of the Senate Committee on Awards dated November 19, 1999.

The Board of Governors approved the 18 new award offers, 20 award amendments, and one award withdrawal set out in the Report of the Senate Committee on Awards dated November 19, 1999 (as approved and recommended by Senate on January 5, 2000).

## 2. Program Proposal: Graduate Diploma in Population Health.

The Board of Governors approved the Graduate Diploma in Population Health as proposed by the Department of Community Health Sciences (as approved and recommended by Senate on January 5, 2000).

## 3. Program Proposal: Interdisciplinary Degree Programs in Global Political Economy

 - B.A. (General) and B.A. (Advanced).The Board of Governors approved the formal program proposal for Interdisciplinary Degree Programs in Global Political Economy, in accordance with the recommendations set out in the Report of the Senate Committee on Curriculum and Course Changes and the Report of the Senate Planning and Priorities Committee (as approved and recommended by Senate on December 1, 1999).

## Page 2.

## 4. Program Proposal: Advanced Major and Honours Programs in Women's Studies. 1

The Board of Governors approved the formal program proposal for the proposed Advanced Major and Honours Programs in Womens' Studies, in accordance with the recommendations set out in the Report of the Senate Committee on Curriculum and Course Changes and the Report of the Senate Planning and Priorities Committee (as approved and recommended by Senate on December 1, 1999).
5. Program Proposal: B.Sc. Programs in Psychology - B.Sc. (Major) and B.Sc. (Honours).

The Board of Governors approved the formal program proposal for the proposed B.Sc. Programs in Psychology, in accordance with the recommendations set out in the Report of the Senate Committee on Curriculum and Course Changes and the Report of the Senate Planning and Priorities Committee (as approved and recommended by Senate on December 1, 1999).
6. Student Discipline: University Discipline Committee Appointments.

The Board of Governors approved the following student appointments to the University Discipline Committee for a one-year term expiring September 30, 2000 (as approved and recommended by Senate on December 1, 1999 and January 5, 2000):

Mr. J. Koh (Arts); Ms. S. Wowchuk (Arts); Mr. J. Ahorro (Science); Mr. J. Edwards (Physical Education and Recreation Studies); Mr. J. Leclerc (Education); Mr. E. Janzen (Graduate Studies); Mr. E. Latif (Graduate Studies).

## 7. Items for Information.

The Board received the following items for information:
(a) Canadian Forces University Program Annual Report, Sept.1/98-Aug.31/99.
(b) Equity Services Office Annual Report 1999.
(c) Curriculum and Course Changes Where Net Increase is more than nine credit hours.
(d) COPSE Approval to Proceed to Formal Program Proposal - Bachelor in Midwifery.
(e) Academic Schedule 2000-2001.
(f) Naming of Spaces - Ralph Campbell Street and Molsen Athletic Therapy Suite.
(g) Program Accreditation - 1999 Annual Report.
(h) COPSE New (or Substantial Change) Program Approval Process Flow Chart Graduate Programs.
c.c. Mr. Paul M. Soubry.

Dr. Arthur V. Mauro.
Dr. Jim Gardner.

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OFFICE OF THE PRESIDENT

## MEMO

## O FFICE

Date: February 1,2000
To:
From:
Re:
Dr. J. S. Gardner, Vice-President (Academic) and Provost
 Student Advocacy Annual Report: 1998-1999

Attached is the Annual Report of the Office of Student Advocacy for the period 1998-1999.
I have forwarded a copy of this report to Ms. Bev Sawicki, University Secretariat, and asked her to'place this on the agenda of both Senate and the Board for their information.

Should you have any questions, please advise.

DRM/wh

cc: Ms. B. Sawicki, University Secretary<br>Dr. Lynn Smith, Director, Student Advocacy/Student Resource Services

Annual Report<br>of the office of<br>Student Advocacy<br>University of Manitoba<br>September 1, 1998 to August 31, 1999

## PREAMBLE

This report has been written to provide information to the Board of Governors and Senate of the activities undertaken by staff of the office of Student Advocacy from September 1, 1998 to August 31, 1999. During the year, portions of this report were submitted as monthly round table reports to Dr. D. R. Morphy, Vice-Provost, Student Affairs. As well, the inaugural Student Affairs Annual Report (in press) contains partial information on the activities of the Student Advocacy office. However, this report herein comprises the official Student Advocacy Annual Report.

A primary role of Student Advocacy is to provide assistance to students who present complaints or concerns about the University. Student Advocacy staff endeavour to maintain fair treatment and fair process in all stages of proceedings, from the initial stages of intake or consultation to the tribunal stage. The Student Advocacy office's Mission Statement is presented below and the Terms of Reference are included in Appendix A.

The mission of the office of Student Advocacy is to ensure that students are treated fairly in their dealings with the University. The office of Student . Advocacy is dedicated to educating the University community concerning student rights and responsibilities and assisting students in the resolution of conflicts arising from actions or decisions taken by the University. While serving the University, Student Advocates maintain a student focus by providing information, investigating complaints, resolving conflict through alternative and formal systems, representing students at hearings, and reviewing policies and recommending change.

Student Advocacy is a student-centered service which strives to provide an exceptional quality of service for all persons who contact the office. All concerns and matters are considered as confidential unless agreed to otherwise. Student Advocacy staff are working with an increasing number of staff, faculty and
administrators, in a proactive, collaborative fashion. Accordingly, a number of workshops, training sessions, and seminars are conducted annually to further inform the University community about students' rights and responsibilities and about other student-related topics. Student Advocacy has also continued its commitment to provide access to services for students at the Bannatyne Campus, the Saint Boniface Hospital site, and the Winnipeg Education Centre. Further extension of services is provided by extending regular business hours, where necessary, to accommodate students' schedules .

The reporting year was a year of transition for Student Affairs and, in turn, Student Advocacy which was amalgamated with Student Resource Services. The merger of these two units resulted in increased administrative duties for the Director, Dr. Lynn Smith. Within Student Advocacy there were changes in staff as the Assistant to the Director resigned in the spring of 1999; that position was replaced by two fulltime advocate positions for which new employees were hired.

Information contained within this report is presented under four main headings which define the different aspects of the Student Advocacy office: Services, Programs, Community Outreach, and Staff. A section entitied Future Directions and three appendices conclude the report.

## SERVICES

:
The Student Advocates' work in the service area is presented under the following topics: caseload, presentations and workshops, projects, and committee membership.

## Caseload

Services provided under the heading of caseload are illustrated in the following figures and tables which present data on caseload and the resolution of students' issues. Figure 1 presents the contacts and caseload for this year. The number of new student cases (629) represents a very small proportion of the approximately 23,000 students registered at the University for the 1998-99 session. However, the number of contacts with students and staff, and the work accomplished on behalf of students, indicates a high need for the services offered.

The total number of individual contacts is approximately the same as the last reporting year although there are notable differences in the types of contacts and the level of service required. Overall there has been a shift towards more involvement of the Student Advocacy staff as evidenced by: a notable increase in the number of consults with staff, 173 this year compared to 125 during 1997-98; a significant increase in the
number of potential cases, 151 compared to 77 last year; and an increase in the number of individual case files. The only category in which there was evidence of a substantial decline was in the preliminary information/referral stage, i.e., where the service and resource component is low. This could be due to the refinement in our strearning and categorization of contacts and the staff's objective of providing prompt and efficient service.

Figure 1 Contacts and Caseload 1998-1999


There were 629 files opened on behalf of individual students who presented concerns to this office. This number represents an increase over last years total of 558 individual student case files. There were five case files opened as group or issues cases. A more accurate assessment of caseload can be determined by comparing the number of completed individual case files; there were 568 in this reporting year whereas last year there were 495.

The types of student concerns that are presented to the Student Advocacy office can typically be classified as academic, administrative, admissions, discipline, or equity. However, in some cases, the identification of the most salient issue is not apparent and is left non-categorized. An example of a noncategorized case is a student who contacts the office to open a file but does not follow through with a meeting, thus no accurate determination of the issue is possible. Figure 2 shows the proportions of
individual cases as they are categorized: $77 \%$ of cases are academic, $7 \%$ are administration, $3 \%$ are admissions, $8 \%$ are disciplinary, $1 \%$ are equity, and 4\% remain non-categorized.

Figure 2 Categories of Concerns and Complaints


It is important to recognize that the percentages, as presented in the figure above, represent the primary issue, not the muitiple issues which characterize many of the cases. As such, the values tend to under estimate the amount of work that may be done on behalf of students with multifaceted concerns. The primary issue selected is usually identified as the concern which prompted the student to seek Student Advocacy services. Tables 1 and 2 below provide a more concise breakdown of the various issues contained within the categories.

The issues students presented during this reporting period are similar to those reported in previous years. As well, the pattern of student advocacy activity was similar to other years in that our busiest months were January and April. The most common issues fit the academic category and there are numerous kinds of academic concerns e.g., grade appeal, authorized withdrawal, and deferred examination. This year saw an increase in the total number of academic cases, rising from 381 to 486 . Cases related to authorized withdrawais have risen to 150, an increase from the 100 reported in 1997-1998. Grade appeals, deferred exams, and atypical requests classified as 'other' are also on the rise.

## Table 1 Types of Concerns and Complaints

| Concern/Complaint | $\begin{gathered} \# \text { of cases } \\ 1998-99 \\ \hline \end{gathered}$ | $\begin{gathered} \# \text { of cases } \\ 1997-98 \\ \hline \end{gathered}$ |
| :---: | :---: | :---: |
| Academic $\because 2486$ |  |  |
|  |  |  |
| Academic Dishonesty |  |  |
| Plagiarism | 16 | 3 |
| Inappropriate Collaboration | 12 | 15 |
| False Admissions Inform'n |  |  |
| False Documents | 2 | 3 |
| Cheating | 9 | 19 |
| Academic Fraud |  | 2 |
| Non-Academic |  |  |
| Inappropriate Behaviour | 1 | 2 |
| Inappropriate Computer Use |  | 1 |
| Debarment/Attendance |  | 1 |
| Residence Issues | 11 | 5 |
| Adminlstrative |  |  |
| Academic Fees/Cancellation | 19 | 24 |
| Registration | 7 | 2 |
| Complaints re staf//service | 9 | 11 |
| Transcript Notation Removal | 4 | 6 |
| Parking/Hold | 2 | 1 |
| Library/Hold | 1 | 3 |
| Other | 1 |  |
| Admissions | 19 | 16 |
| Equity Office : $\quad . \quad . \quad 4$ \% |  |  |
|  |  |  |
| Total | 629 | 499 |

## Table 2 Types of Academic Concerns and Complaints

| Concern/Complaint | $\begin{gathered} \# \text { of cases } \\ 1998.99 \\ \hline \end{gathered}$ | $\begin{gathered} \text { \# of cases } \\ \text { 1997-98 } \\ \hline \end{gathered}$ |
| :---: | :---: | :---: |
| Authorized Withdrawal | 150 | 100 |
| Grade Appeal | 140 | 103 |
| Professor/Student Complaint | 41 | 19 |
| Program Change/ Waive Requirement | 8 | 17 |
| Academic Suspension | 8 | 9 |
| Voluntary Withdrawal (Retroactive) | 10 | 10 |
| Requirement to Withdraw | 12 | 11 |
| Deferred Exam | 35 | 20 |
| Time Extension (Incomplete/CO) | 12 | 12 |
| Reinstatement | 15 | 13 |
| Transfer of Credit | 9 | 2 |
| Practicum Issues | 5 | 4 |
| Fresh Start | 3 | 2 |
| Program Progress Report |  | 1 |
| Syllabus Changes |  | 2 |
| Theses/Comprehensives | 3 | 2 |
| Intellectual Property | 3 | 4 |
| Professional Unsuitability | 2 | 1 |
| Exam Schedule Changes | 1 |  |
| Letter of Permission | 2 | 2 |
| Other | 76 | 47 |
|  |  |  |

The categories of administrative, admissions, discipline, and equity are remarkably similar to previous reporting periods. However, several cases span more than one category as the process of resolving issues unfolds. We had approximately 15 requests for authorized withdrawals which also entailed fee appeals, 4 academic concerns where an equity issue was involved, and more than 6 disciplinary cases that required considerations under the 'academic' category. The 'multiple aspect' case is in many ways more typical of the work conducted by advocates since the objective is to assist the student through the entire process. In such cases, this tends to translate into a set of related resolutions via different procedures. A summary of resolutions for the concerns and complaints registered as cases is presented in Table 3.

Table 3 Outcome of Case Issues by August 31, 1999

| Process/Outcome | 'Issue' Caseload |  |
| :---: | :---: | :---: |
| Completed outside of formal process | Subtotal | 414 |
| Information/Advice |  | 297 |
| Request/Mediation |  | 37 |
| Referrals |  | 3 |
| Appeal not pursued |  | 28 |
| Cancellation |  | 14 |
| No show |  | 35 |
| Completed within formal process | Subtotal | 262 |
| Upheld |  | 146 |
| Modified outcome |  | 24 |
| Denied |  | 80 |
| Other |  | 0 |
| Incomplete 31/09/1999 |  | 12 |
| Other | Subtotal | 2 |
| Student withdrew appeal |  | 1 |
| Student retained a lawyer |  | 1 |
| Advocate withdrew |  | 0 |
| Individual cases | Total | 678 |
| Group \& Issues Cases Completed |  | 5 |

There is not a 'one to one' ratio between an issue and the number of resolutions tabulated. This is due to the layers of resolution available to students i.e., several levels of informal and formal appeals.

Fortunately, a combination of staff approaches (preliminary information gathering done on behalf of the student, the advocate's actions in mediating conflict, and the advocate's philosophy of keeping issues at the lowest possible procedural level) contributes to the success of resolving the majority of cases efficiently and effectively.

Student Advocacy staff assisted students to prepare for and to present their respective cases at 50 preliminary hearings and 77 formal hearings. Although the numbers are similar, this represents a slight increase over last year's activity of 58 preliminary meetings and 69 formal hearings because of the nature
of the preparation required for formal hearings. The modest increase in formal hearings may be accounted for by the overall increase in cases. The resolution process continues to favour informal processes. Last year, Student Advocacy staft assisted in only nine hearings at the Senate level; 2 University Discipline hearings, 1 Senate Admissions hearing and 6 Senate Academic hearings.

## Presentations and Workshops

September 1998

Peer Advisors Orientation Weekend
University 1 Orientations \& Academic Services Fair
University 1 Orientation/Cont. Ed. Transition Year Orientation
TA Workshop Engineering, Arts TA Workshop, Science TA Workshop
Student/Staft Residence Training
Bannatyne Campus Medical Rehabilitation Orientation
Aboriginal Students' Association Orientation
October 1998
'Student Rights \& Responsibilities' presentation to Access Tutors
'Fair Process: A Primer' invited to co-present this Plenary at the first Canadian Conference on Student Discipline

November 1998
UTS Workshop, "Graduate Students \& Advisors: Achieving a Balance"
December 1998
"Student Rights and Responsibilities" Lecture to a Political Science class
January 1999
'Expectations for Student Behaviour' School of Medical Rehabilitation
University 1 Information Sessions
Graduate Students Forum - Bannatyne
February 1999
'Ethics and Integrity Issues for Graduate Students' Dep't of Native Studies
March 1999
'Rights and Responsibiitities' training for University 1 Orientation Leaders
April 1999
University 1 Orientations - Training of Student Leaders
May 1999
'Campus Resources' \& 'Rights \& Responsibilities', Parents' Day Orientation Student Behaviour Workshop, Institute Professional Massage Therapy

June to August 1999
Aboriginal Business Education Orientation
Faculty of Dentistry 1st year Student Orientation
University i Student Leaders' Training

OSA
C. Keeler

OSA
L. Smith
C. Keeler
c. Keeler
c. Keeler
C. Keeler
L. Smith
L. Smith
L. Smith
B. Usick
L. Smith
L. Smith
L. Smith \& N. Callaghan
L. Smith \& B. Usick

OSA
N. Callaghan \& B. Usick
L. Smith
B. Usick
L. Smith
N. Callaghan \& B. Usick

## Committee Membership

The Director of Student Advocacy/Student Resource Services attends the Student Affairs Directorate meetings on a monthly basis. The Director also attends Senate meetings as a visitor and is a member of Administrative Council and Joint Council. The Student Advocates attend Peer Advisors Training sessions, chairs all meetings of the Peer Steering and Placement Coordinator committees. Other committee work included continued contribution on University and Student Affairs' standing committees and appointments to various Search Committees and planning committees. For a complete list of committee work please refer to Appendix B.

## PROGRAMS and PAOUECTS

## Peer Advisors Program

On behalf of U.M.S.U. and Student Affairs, Student Advocacy coordinates the Peer Advisors Program. Peer Advisors, which is in its 11 th year of operation, is fully supported through a partnership between U.M.S.U. and Student Affairs. Nancy Callaghan is the current chair of the Peer Steering Committee which oversees and guides the various aspects of the program. The Steering Committee has representation from Student Affairs, U.M.S.U., 'new' and 'experienced' Peer Advisors, the Peer Advisors Office Coordinator, and the Peer Advisors Trainer. Peer Advisors receive a broad range of training opportunities through one-on-one training during office hours, group meetings, and volunteer placements throughout campus. Peer Advisors also has a satellite program at Bannatyne Campus coordinated by Dr. Gene Degen of the Counselling Service, Student Affairs.

## Peer Advocates

Student Advocacy offers placement positions to Peer Advisors every academic year, training Peers under the Peer Advocate training program. Ms. Brandy Usick successfully undertook the organization and training of the Peer Advocates this year, training two new Peer Advisors and the new Vice-Presidents for U.M.S.U. and G.S.A. during 1998-1999. Peer Advocates are intimately involved with the activities and initiatives that are coordinated by our office. Peer Advocates prepare the 'Ask the Advocate' column found in the Manitoban student newspaper, assist with booths and workshops, and provide extra staffing coverage during busy times of the year. The training the Peer Advocates receive is of high quality with opportunities for future employment when funding grants are available.

## Student Information Line

The Student Information Line was integrated more fully into the Peer Advisors Program shifting the primary coordinating duties to the Peer Advisor Office Coordinator, Ms. Jeanna Strutinsky. Ms. Nancy Callaghan initially organized and implemented the training and scheduling of the Peers until the Office Coordinator was prepared to assume the role independently.

## Special Projects

## Integrity II

Each year Student Advocacy coordinates a university wide educational event that spotlights the issue of academic honesty and integrity in higher learning. Expanding students' and faculty's awareness and understanding of current integrity issues is of great importance in order to become proactive about preventing incidents of academic dishonesty. This year's event received an extremely positive response to the information booths that were found around campus while some of the more structured activities such as the panel discussion of integrity at the $U$ of $M$, were not as well attended. Several means of presenting information were used including the new UMFM radio station, University Teaching Services newsletter, the Manitoban, and we designed posters that were distributed throughout campus.

T
While Student Advocacy staff undertook the primary role of coordinating the various events, we wish to acknowledge the partnerships with University 1, University Teaching Services, Housing and Student Life, Faculty Development Fund, Pepsi Fund, Mrs. L's, Facuities of Science and Arts, Graduate Studies, G.S.A., and U.M.S.U.. Without this support and enthusiasm, Integrity II would not have been as successifl as it was.

## Student Employment

In order to support students on campus, Student Advocacy trains Peer Advocates from Peer Advisors. Whenever possible, we attempt to hire students once their training is complete. As part of our general efforts to employ students we applied for and received one Work Study grant and one Summer Career Placement Grant which enabled us to offer employment to two students.

Two other projects in which the Student Advocacy staff have played a major role are the Student Affairs Tips which are a feature of each edition of the University Teaching Service Newsletter and the Student Affairs Directory which is a valuable compilation of Student Affairs staff and staff responsibilities.

Dr. Lynn Smith authored a monograph, " Procedural Fairness for University and College Students", on behalf of the Canadian Association of College and University Student Services. She also served on the Program Planning Committee for the November 1999 Canadian Conference on Student Discipline. Both of these initiatives will assist students and staff from universities other than the University of Manitoba due to their national scope.

Several other worthy 'community' activities were undertaken in this reporting year. Lynn Smith acted as the Chair for the University of Manitoba United Way Employee Campaign. This was a valuable and successful experience wherein our institution exceeded the financial goals that were set for employee contributions. Dr. Smith also assumed the role of 'Officials Chair, Artistic Gymnastics' for the 1999 Pan American Games.

Ms. Brandy Usick undertook duties as the treasurer for the Graduate Students Association which has taken a considerable amount of her personal time to perform in addition to her studies as a graduate student.

## STAFF

The past year presented an enormous staffing challenge as Ms. Carolyn Keeler, a highly valued employee, commenced a leave of absence in September and the Director of the office, Dr. Lynn Smith assumed extended administrative responsibilities. We were fortunate to employ two former Peer Advocates, Ms. Brandy Usick and Ms. Nancy Callaghan to act as Student Advocates. Both Ms. Callaghan and Ms. Usick are now permanent staff and Ms. Keeler has accepted a position with the Department of National Defence in Ottawa, Ontario.

With the merging of Student Advocacy and Student Resource Services, the support staff team of Ms. Shirley McLeod (Administrative Assistant), Ms. Joyce Shanski (Professional/Confidential Secretary), and Mr. Jason Jorgenson (Office Assistant) have provided the unit with expert assistance.


#### Abstract

Awards Nancy Callaghan was the recipient of a Student Affairs and Services Association (SASA) Student Participation Regional Award, presented at the Canadian Association for College and University Student Services (CACUSS) Conterence , Victoria, B.C., June 1999.


INTEGRITY II was recognized with a Student Affairs and Services Association (SASA) Award of Accomplishment presented at the Canadian Association for College and University Student Services (CACUSS) Conference , Victoria, BC., June 1999.

## Professional Development

A complete list of all professional development activities has been appended to this report (Appendix C). Our staff attended various community workshops and presentations that pertained to our work with students (e.g. Intellectual Property, Industry Liaison Junch time seminars; and two workshops, 'Taming the Bully' and the 'Ethics of Whistle-blowing'). All staff attended the Student Affairs Professional Development days on a rotating basis. Brandy Usick also acted as a group facilitator at one of these sessions.

For professional development opportunities further afield, Ms. Brandy Usick travelled to Victoria to attend CISAS (Canadian Institute on Student Affairs and Services) in April 1999 and found this to be an extremely valuable opportunity to expand her knowledge about student development and the general philosophy about 'student services' in the university and college setting.

Dr. Lynn Smith was an invited speaker at the inaugural Canadian Conference on Student Discipline; the plenary co-presentation was entitled 'Fair Process: A Primer'. Dr. Smith also attended the annual conference of the Association for Student Judicial Affairs (ASJA) in February and the Canadian Association for College and University Student Services (CACUSS) in June.

## FUTURE DIRECTIONS

For approximately a decade, there has been a trend to an increased number of student cases and as a result, an increased amount of activities wherein a Student Advocate assists students. Part of the reason for this increase may be that students and staff have a heightened awareness about the type and quality of services provided. . The quality and effectiveness of this support may also account for the rise in cases as students and staff have consistently rated the services provided by Student Advocacy very highly. The office continues to increase the profile of the office on campus. This has been achieved through orientations, the annual integrity week project, faculty workshops, and other outreach initiatives (a list of these activities are included in the report under the sub-title 'Presentations and Workshops').

Another factor which may account for the consistently high level of activity is the changing attitudes of the general student population. It is our experience that students who present at our office are doing so from the perspective of a consumer. The students we work with are typically concerned with the problem or issue but also with civil treatment and fair process. Students are generally more aware of their rights and while there is a general societal trend to litigiousness, most students are satisfied by internal resolution processes as long as they receive fair treatment.

One university policy that continues to bring students to the office concerns the lack of access to formal examination scripts prior to the deadline for submission of final grade appeals. Students regularly request assistance with gaining access to their final exams in order to make a well-informed decision about whether to appea! a final grade or not. The Student Advocacy office suggests that the current examination policy be reviewed in order strike a better balance between providing information to students about assessment of the examination and avoiding frivolous appeals. It may also benefit students to be more knowledgable about term work appeals which may assist in a reduction of final grade appeals.

Overall the processes and practices at our institution provide a very good measure of procedural fairness. The one area which needs to be addressed is that of providing, in written form, the reasons for a decision resulting from an appeal. Currently the notice of the decision arising from an appeal hearing does not include reasons for the committee's decision.

Academic integrity remains a priority for the University and students. Student Advocacy recognizes the importance of the University working with students in the effort to maintain a high degree of integrity. There is a shared responsibility to ensure that issues such as 'inappropriate collaboration' are clarified and that expectations about writing and citing are transparent in the individual classrooms.

Staff within Student Advocacy identify issues through the individual, group, and issues cases but also through current events. One of the ways we attempt to provide service is through our awareness of current events and trends at other institutions and in the media. It is important to be aware of what could become an issue on this campus and begin to prepare for it from an educational perspective. For example, Student Advocacy continues to work on increasing awareness about the potential for 'cybercheating' and collects resource information in addition to highlighting it during orientations and workshops for students and staff.

The range of services Student Advocacy provides continues to evolve since the issues presented to our office change over time. We have seen a steady rise in requests for presentations and workshops from faculty and staff and we are proud to be of service to the University community within a broader context of 'student advocacy'. The amount of consultation at the preliminary stage also continues to increase as individual instructors and department heads make initial inquiries about how to proceed with a concern before implementing an action or decision against a student. As such, Student Advocacy has developed a component of service as a resource with a proactive approach to student related matters. We appreciate and encourage greater cooperation with staff, faculty, and administrators in finding appropriate and fair resolutions to the important issues students present to us.

## Appendix A

Office of Student Advocacy

Terms of Reference
The Office of Student Advocacy (the "Office") shall:

1. be under the general charge of a Director who shall report to the Board of Governors and Senate at least annualiy on the activities of the Office and to the Vice-Provost (Student Affairs) for routine financial, logistic and administrative matters;
2. serve as a general information unit for students, or those who have applied to become students, and will provide them with information on their rights, responsibilities, and the procedures to follow to resolve problems or concerns resulting from actions or decisions taken by the University that may be unfair, unjust, discriminatory or create undue hardship; and,

## 2.1 in carrying out its information function, shall establish and be responsible for a

 Special Student Services Referral Centre which will receive student complaints and refer complainants, as appropriate, to other University officers or staff, including, without limitation, the Director, Office of Student Advocacy; the Sexual Harassment Officer; the Human Rights Officer; Mediation Services; faculty members and academic or support service administrators;3. investigate or facilitate the investigation of any complaint or grievance brought by a student or former student against the University or against anyone in the University exercising authority;
4. review policies, procedures, regulations, rules and criteria and recommend any changes thereto that are necessary or desirable to ensure prompt decision making, appropriate procedures and protection of the rights of students;
5. subject to clause 5.2 hereof, provide assistance or representation to students who are appealing an academic or disciplinary action and are appearing before a residence, faculty, Senate or University committee; and,
5.1 in discharging its representational function, be responsible for the recruitment, selection, training and assigning of "advocates" recruited from the student body or from the members of the academic or support staff to assist and work with students who are appeailing an action;
5.2 withhold or withdraw representation if, in the opinion of the Director of the Office, the case has no merit; the student is not co-operative; the student has retained legal counsel; and/or the circumstances indicate that such involvement would be counterproductive.
6. have access to such information as is appropriate having regard to the representational functions of the Office, while at all times respecting confidentiality and only releasing confidential information after written permission is given by the affected parties for such release;
7. keep suitable records of complaints, findings and recommendations as may be necessary and such records shail be accessible only to members of the Office;

1 November 1994
Appendix BCommittee Membership
Lynn M. Smith
Search Committee, English Language Centre, Instructor II position (Chair)
Search Committee, Director, Student Records Office
P.C. Policy Panel, Member
Student Relations Committee
Bookstore Advisory Committee
Student Relations Sub-committee Sense of Community
Student Affairs Computer Needs Sub-Committee
University Discipline Committee Policy Revisions Meeting
Student Affairs Communications Sub-Committee
University 1 Orientation Planning Committee
Student Affairs Orientation Committee
Leaders of Tomorrow Selection Committee
Search Committee Director, University Health Service
Search Committee, Student Recruiter, Enrolment Services
United Way Employee Campaign (U of M)

Nancy Callaghan
Peer Advisors Steering Committee (Chair)
Peer Advisors Placement Coordinators
Selection Committee Peer Advisors Office Coordinator
Joyce Shanski
University Health Services Search Committee
Student Relations Committee
Brandy Usick
Peer Advisors Placement Coordinators

## Appendix C <br> Professional Development

October
Industry Liaison Office Seminar: 'Intellectual Property', U of M Smith, Callaghan \& Usick

## November

Student Affairs Professional Development Day, U of M
Copyright Seminar, $U$ of $M$
Ethics of Whistle-blowing, $U$ of $M$

January
Administrative Law Course, U of M
FIPPA and Confidentiality in a University Setting, U of M

## February

Reasonable Accommodations, U of M
B. Usick
Aboriginal Cultural Awareness Workshop, U of M
B. Usick
Conflict Resolution for Graduate Students, U of M
B. Usick
Building Better Bridges Workshop, U of M
Association for Student Judicial Affairs Conference
N. Callaghan
L. Smith

## March

Student Affairs Professional Development Day, U of M

## April

Canadian Institute on Student Affairs and Services (CISAS)
Powerpoint Workshop, U of M

## June

Canadian Association of College and University Student Services

S, McLeod \& B. Usick
N. Callaghan \& B. Usick
N. Callaghan \& B. Usick
N. Callaghan \& B. Usick
N. Callaghan \& B. Usick

OSA Staff
B. Usick
J. Shanski \& L. Smith
L. Smith

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## FINAL REPORT

ON THE
SURVEY OF UNIVERSITY ONE STUDENTS 1998-1999

Valéric Michaud Director

Winnipeg Area Study<br>Department of Sociology<br>University of Manitoba<br>Winnipeg, Manitoba R3T 2N2

(204) 474-9665

This report was written with the assistance of Tracey K. Lewis and Frank Cormier

## INTRODUCTION

### 1.0 PURPOSE

A survey was undertaken of University One students for the 1998-1999 academic year. The purpose of the survey was to obtain a demographic profile of the students and to elicit information from them on various items including: their decision to attend the University of Manitoba; their experiences with the Registration process; their views of the University One orientation; their contact with and assessments of the Help Centre; their utilization of Computer Services; their assessments of other resources (such as the Student Handbook, services available from Student Affairs); their use of the library; their ratings of the availability of study space and food services on campus; their involvement with any University Club, College or other extra-curricular activity; their adjustment to university life; their overall satisfaction with the University of Manitoba; and their plans for future study at the University of Manitoba.

### 2.0 METHODOLOGY AND SAMPLING

The University One Survey was a 12 -page survey implemented in randomly selected sections of courses in the Faculties of Arts, Science and Other Faculties which offer courses to University One students (ie. Agriculture, Engineering, Human Ecology, Nursing, Physical Education and Recreation Studies, Fine Arts, Music and Management).

The sampling design was developed by first, examining the University One enrollment figures for each of the disciplines in the Faculties of Arts, Science and Other. Sampling was undertaken to represent each of the faculties and disciplines according to their proportions in the population. The table below summarizes for each of the Faculties: the total enrollment figures for University One students, the "required" or number of enrollments that we sought to sample for each Faculty based on a sample size of 3008 enrollments; the "actual" number of enrollments that were sampled after the course sections were randomly sampled; and the number of "attained" enrollments based on the 495 surveys that were retumed to us.

| SAMPLING DESIGN |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Faculty | Total <br> Enrollment <br> University One | Enrollments <br> "Required" <br> for Sample | Enrollments <br> "Actually" <br> Sampled | Enrollments <br> "Attained" |
| Arts | 6062 | 1682 | 2083 | 1201 |
|  | $(56 \%)$ | $(56 \%)$ | $(57 \%)$ | $(52 \%)$ |
| Science | 4106 | 1138 | 1290 | 951 |
|  | $(38 \%)$ | $(38 \%)$ | $(35 \%)$ | $(41 \%)$ |
| Other | 677 | 188 | 293 | 171 |
| Facultics | $(6 \%)$ | $(6 \%)$ | $(8 \%)$ | $(7 \%)$ |
| TOTAL | 10,845 | 3,008 | 3,666 | 2,323 |

By way of further explanation, the differences between the "required" and "actually" sampled figures are due to the fact that some of the sections which were randomly sampled may have had more University One students than required for our sample. However, we could not select out a "portion" of these students as the surveys were implemented in the classrooms. An example of such "oversampling" in the Faculty of Arts, for instance, involved the Philosophy Department ( 140 enrollments were required for the sample, however the section selected for the sample had 188 University One students). On the other hand, some disciplines were slightly "undersampled " (390. enrollments were required for Math Sciences, however the section selected for the sample had 387 University One students).

The "attained" sample very closely mirrors the proportions in the population of University One enrollments. Arts enrollments accounted for $56 \%$ of the population of University One enrollments and $52 \%$ of the enrollments in our sample. Science enrollments comprised $38 \%$ of the population and $41 \%$ of the sample; while Other Faculty enrollments accounted for $6 \%$ in the population and $7 \%$ in our sample.

The number of surveys retumed was 495 which accounted for 2323 University One enrollments. Hence, the response rate was $63 \%$ of all sampled enrollments (2323/3666=63\%).

## RESULTS

### 1.0 PROFILE OF THE UNIVERSITY ONE STUDENTS

Just over two-thirds of the respondents were female ( $68 \%$ ), while $32 \%$ were male. The very great majority ( $87 \%$ ) of respondents were twenty years of age and under. Eight percent were between the ages of twenty-one and twenty-five, while five percent were between the ages of twenty-six and thirty.

|  G+ DEMOGRAPHC SUMMARY |  |
| :---: | :---: |
| Gender |  |
| Female | 68\% |
| Male | 32\% |
|  |  |
| Age |  |
| 20 and under | 87\% |
| 21 to 25 | 8\% |
| 26 to 30 | 5\% |

Nearly all University One students (92\%) resided in Manitoba prior to their enrolment, with $64 \%$ of respondents residing in Winnipeg and $28 \%$ outside of Winnipeg. Of those living outside of Manitoba, six percent were in Canada while two percent were outside of Canada.


During the school year, the large majority of the respondents (66\%) resided with their parents. Thirteen percent lived with a friend or roommate off campus, while nine percent lived on campus in a universily residence. Five percent lived alone, four percent reported living with a partner and/or children, and three percent of respondents indicaled that they had "other" living arrangements.

| With parents | 66\% |
| :---: | :---: |
| Friend/Roommate (off campus) | 13\% |
| University residence | 9\% |
| Children and/or Partner | 4\% |
| Alone | 5\% |
| Other | 3\% |

Nearly half (46\%) of the students used their own or someone else's car to travel to the university, while $38 \%$ reported travelling by bus. A small number ( $6 \%$ ) of respondents indicated that they walked to the campus. One-tenth lived on campus and transportation to the university was not an issue. The majority of students did not find that their travel arrangements hindered their ability to take part in on-campus activities; $59 \%$ responded that travel rarely or never interfered. In contrast, about two-fifths ( $41 \%$ ) did report that their travel arrangements sometimes or often interfered with their participation in oncampus activities.

| ( TRANSPORTATMN ISSUES |  |
| :--- | :---: |
| Means of Transportation to University |  |
| Own or other's car | $46 \%$ |
| Bus | $38 \%$ |
| Walk | $6 \%$ |
| Lived on Campus | $10 \%$ |
|  |  |
| Travel Hinders On-Campus Activities? |  |
| Often |  |
| Sometimes | $11 \%$ |
| Rarely | $30 \%$ |
| Never | $15 \%$ |

Nearly half ( $46 \%$ ) of the respondents were not employed at the time that they completed the questionnaire. More than one quarter (27\%) worked between 12 and 20 hours per week, one fifth ( $20 \%$ ) were working less than 12 hours per week, and seven percent were working more than iwenty hours per week.

|  |  |
| :---: | :---: |
| Not employed | 46\% |
| Employed less than 12 hours/week | 20\% |
| Employed 12 to 20 hours/week | 27\% |
| Employed more than 20 hours/weck | 7\% |

Most respondents ( $\mathrm{SO}^{\circ}$ \%) did not belong to any of the colleges at the University of Manitoba (St. Andrew's. St. John's, St. Paul’s, University College). Of those who reported belonging to one of the colleges, half claimed membership in St. Paul's College.

|  |  |  |
| :---: | :---: | :---: |
|  | None | 80\% |
|  | St. Paul's College | 10\% |
| = | St. John's College | 5\% |
|  | University College | 4\% |
|  | St. Andrew's College | 1\% |

When asked to predict what their overall GPA would be at the end of the year, more than half ( $53 \%$ ) expected to have a B average. Almost one-third ( $31 \%$ ) expected to have a C average, fourteen percent predicted an A average, and only two percent a D average.


### 2.0 DECISION TO ATTEND THE UNIVERSITY OF MANITOBA

## 2.1) Applications to University/College

More than three-quarters (76\%) of the respondents reported that the University of Manitoba was the only university or college to which they applied. Of those who did apply to other institutions, about two-thirds (67\%) applied to only one other. While $13 \%$ applied to two others, one-fifth applied to more than two other universities or colleges. Almost three-quarters ( $73 \%$ ) of those who applied to other universities or colleges still reported that the University of Manitoba was their first choice.

|  |  |
| :---: | :---: |
| No | 76\% |
| Yes | 24\% |
|  |  |
| If yes, how many? |  |
| One | 67\% |
| Two | 13\% |
| More than two | 20\% |
|  |  |
| If yes, attending your first choice? |  |
| Yes | 73\% |
| No | 27\% |

## 2.2) Positive Factors

Analysis of the many factors that might have influenced a respondent's decision to attend the University of Manitoba reveals two main areas of influence. The first might be referred to as the "comfort and convenience" factor. The factor most commonly cited as making a positive contribution to the decision to attend the $U$ of $M$ was "proximity to home", identified by $67 \%$ of the respondents. This was followed by "friends attending $U$ of $\mathrm{M}^{\prime}$ ", identified as a positive factor by $62 \%$ of the respondents. The second area is more focused on the university itself, with $61 \%$ of respondents citing "specific university programs offered", and $52 \%$ identifying "opportunity to sample courses in several faculties before deciding on a major" as a positive contributing factor.

| Factors Affecting Decision to Attend U of M* | Percent Citing as a Positive Factor |
| :---: | :---: |
| Proximity to Home | 67\% |
| Friend(s) attending U of M | 62\% |
| Specific university programs offered | 61\% |
| Opportunity to sample courses in several faculties before deciding on a major | 52\% |
| Received an academic scholarship | 42\% |
| Reputation of U of M | 40\% |
| You were familiar with the campus because of previous visits here to play and/or observe sports | 34\% |
| You were familiar with the campus because of previous visits here for reasons other than sports or Mini-U | 34\% |
| University 1 program | 30\% |
| Cost of attending U of M compared to other institutions | 28\% |
| Advice from high school guidance counselor | 23\% |
| Talk given by U of M rep at your school | 22\% |
| Advice from high school teacher | 19\% |
| Yoü attended Mini-U as a child | 17\% |
| Parent(s) is/are alumni | 17\% |
| Only university/college that accepted you | 14\% |
| Talk given by $U$ of $M$ rep at career workshop outside of school | 12\% |
| To be a nember of one of the colleges on campus | 9\% |
| Want to play on U of M sports team | 7\% |
| Received sports scholarship | 3\% |
| *The average number of factors cited by the respondents was 5. |  |

Respondents were then given the opportunity to list any other reasons for their decision to attend the University of Minitoba. About one in five ( $19 \%$ or $n=96$ ) respondents specified additional reasons. The most common response ( 31 mentions) might be characterized as "friends and family" influences. The fact that friends were attending the University of Manitoba, and that siblings or parents had attended appear to be the most influential factors. "Parents wanted me to attend $U$ of M . Also because older siblings did". "The rest of my family attends or attended this school". "My friends connection". "Familiar with Winnipeg, friends and family in city and going to U of M ".

The second most common response ( 23 mentions) referred to the fact that a specific program was offered at the University of Manitoba. "The I.D. program". "Only institute in Manitoba that offers Architecture". "Offered the best courses for Agriculture". "I chose the $U$ of $M$ strictly because of the Agriculture degree program". "Only university in the province which offers Engineering". "I came here because they had the program I am interested in (B. Comm)".

The other commonly cited ( 20 mentions) factor was the comparative size and reputation of the University of Manitoba. These comments did not as frequently refer positively to the $U$ of $M$ in absolute terms, but rather as being bigger and better relative to the other Manitoba universities. "Only good university in Winnipeg". "There was never any thought about it. U of Brandon is out of the question, and I couldn't afford out of the province, and $U$ of $W$ doesn't compare to $U$ of $M$ ". "The wide variety of campus services compared to $U$ of $W$ ". "Most respected within the province". "Because it offered a real campus setting (as opposed to $U$ of $W$ ) atmosphere". "It has a general stereotype as the better of $U$ of $M$ vs. $U$ of W". "Largest university locally".

## 2.3) Maclean's Magazine Ranking

Respondents to the questionnaire indicated that the Maclean's ranking of the University of Manitoba had little or no effect on their decision to attend the University. Nearly half of the respondents (47\%) reported that they had read the article and the rankings, but that they had no impact on their decision to attend the U of M. A further 32\% said that they had not even read the article. Only $5 \%$ of the respondents stated that they had read the article and rankings, and that it had caused them to apply to other universities. Fewer than one percent were convinced to come to the $U$ of $M$ after reading the article.

| Read article, but had no impact | 47\% |
| :---: | :---: |
| Knew of article, but did not read | 32\% |
| Did not know about article | 16\% |
| Read article, caused to apply to other universities | 5\% |
| Read article, convinced them to come to U of M | <1\% |

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### 3.0 REGISTRATION

Respondents were evenly divided in their opinions of the ease with which they were able to plan their timetable using the instructions in the Registration Guide. While $38 \%$ agreed that "it was easy" to plan their timetable, another $39 \%$ disagreed with the statement. Just over one-fifth ( $23 \%$ ) of the respondents indicated that they were neutral on the subject, that is that they neither agreed nor disagreed with the statement. Opinions were far more favourable when respondents were asked about the ease with which they were able to determine their registration access date from the Guide. Twothirds ( $66 \%$ ) agreed with the statement that it "was easy" to determine their first registration access period. Only $16 \%$ disagreed with the statement, and $18 \%$ were neutral on the subject. When asked about the ease with which they were able to get through to the telephone registration lines (UMREG), responses were also quite positive. Just over two-thirds ( $69 \%$ ) of the respondents agreed with the statement that it was "easy to get through" to the UMREG lines. Nineteen percent of the respondents, however, disagreed with that statement, while $12 \%$ were neutral. Opinions of the clarity with which the registration process was explained in the Guide were somewhat fragmented. While about half $(51 \%)$ agreed with the statement that "overall, the registration process was clearly explained", more than one in five (22\%) respondents disagreed. In addition, more than one in four (27\%) were neutral on this subject. Overall perceptions of the ease of the telephone registration process were similarly divided. Again, about half ( $51 \%$ ) of the respondents agreed with the statement that "overall, telephone registration was easy to do\%. However, again, more than one in four respondents ( $28 \%$ ) disagreed with that statement. About one-fifth ( $21 \%$ ) indicated that they were neutral on this question.

| Registration Issues | Strongly <br> Agrec | Agree | Neutral | Disagrec | Strongly <br> Disagrce |
| :--- | :---: | :---: | :---: | :---: | :---: |
| "It was easy to plan your <br> timetable using instructions in <br> the Registration Guide" | $6 \%$ | $32 \%$ | $23 \%$ | $29 \%$ | $10 \%$ |
| "I twas easy to detemine the <br> date of your first registration <br> access period form the <br> Registration Guide" | $20 \%$ | $46 \%$ | $18 \%$ | $13 \%$ | $3 \%$ |
| "It was easy to get through to <br> the telephone registration lines <br> (UMREG)" | $28 \%$ | $41 \%$ | $12 \%$ | $12 \%$ | $7 \%$ |
| "Overall, the registration <br> process was clearly explained <br> in the Registration Guide" | $12 \%$ | $39 \%$ | $27 \%$ | $18 \%$ | $4 \%$ |
| "Overall, telephone <br> registration was easy to do" | $13 \%$ | $38 \%$ | $21 \%$ | $18 \%$ | $10 \%$ |

### 4.0 ORIENTATION

## 4.1) Attendance

This section of the questionnaire dealt with the University 1 Orientation held on September $8^{\text {th }}$ and $9^{\text {ih }}$, 1998. Respondents were first given a screening question to determine whether or not they had attended any of the University 1 Orientation sessions. Those who indicated that they had attended ( $91 \%$ of all respondents) were then presented with a series of questions intended to elicit their opinions of the helpfulness and relevance of the different sessions that were offered. The figures expressed in this section refer to percentages of those who attended one or more of the orientation sessions.

## 4.2) Rating of Orientation

For each of the sessions offered, respondents were asked to indicate whether or not they agreed or disagreed with the statement that "this session was helpful and relevant to my needs", using a five-point Likert scale.

The respondents' opinions of whether or not the Home Room Sessions were helpful and relevant to their needs were somewhat mixed. While just over two-fifths (44\%) agreed that they were helpful and relevant, more than one-quarter ( $28 \%$ ) disagreed with that statement. In addition, $27 \%$ were neutral; they indicated that they neither agreed nor disagreed with the statement.

Respondents strongly comnunicated their lack of enthusiasm for the Convocation session, with nearly three-quarters ( $71 \%$ ) stating that they did not find it helpful and relevant. Only $11 \%$ agreed that it was worthwhile, while $16 \%$ were neutral on the issue.

The presentation on the Rights and Responsibilities of Sudents was well received, with $42 \%$ agreeing that it was helpful and relevant. Although almost one-third (31\%) of respondents were neutral in their opinion of this session, only about one in five ( $22 \%$ ) did not find it useful.

The Campus Resources session was rated very favourably by the respondents, with 71\% finding it helpful and relevant. While $16 \%$ were neutral in their opinion, only $9 \%$ did not find it useful.

The Making the Transifion to University presentation was met with mixed opinions. While $41 \%$ of the respondents found it helpful and relevant to their needs, $29 \%$ were neutral. One in four disagreed with the statement that it was a helpful session.

A majority of the respondents ( $60 \%$ ) agreed that the Librcry Session was worthwhile; $21 \%$ were neutral, and $17 \%$ did not feel that it was helpful and relevant.

The Campus Tour session was the most highly rated of the orientation sessions, with $73 \%$ rating it favourably. Only $12 \%$ indicated that this was not a useful session; fewer than those who were simply neutral on the issue ( $14 \%$ ).

Most respondents ( $50 \%$ ) found the Academic Fair to be worthwhile, although more than one-quarter ( $27 \%$ ) had no opinion on this session. One-fifth of the respondents ( $20 \%$ ) did not believe that this was a useful session.

The Optional Programs were well received by $60 \%$ of the participants, while $22 \%$ were neutral. Only $12 \%$ gave this session an unfavourable rating.

Responses to the College Orientation session were the most equivocal of any of the sessions, with the largest proportion of respondents ( $30 \%$ ) reporting neutrality. Favourable and unfavourable ratings were nearly equal at $28 \%$ and $26 \%$ respectively. In addition, a relatively large number ( $16 \%$ ) said that they "don't know" whether or not this session was helpful and relevant to them.

| RATING OF ORIENTATION |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Oricntation Helpful and Relevant? | Strongly Agree | Agrec | Neutral | Disagree | Strongly <br> Disagree | Don't Know |
| Home Room Scssions | 11\% | 33\% | 27\% | 17\% | 11\% | 1\% |
| Convocation | 3\% | 8\% | 16\% | 28\% | 43\% | 2\% |
|  <br> Responsibilities of <br> Students | 8\% | 34\% | 31\% | 14\% | 8\% | 5\% |
| Campus Resources | 17\% | 54\% | 16\% | 6\% | 3\% | 4\% |
| Making the Transition to University | 8\% | 33\% | 29\% | 14\% | 11\% | 5\% |
| Library Session | 16\% | 44\% | 21\% | 10\% | 7\% | 2\% |
| Campus Tour | 28\% | 45\% | 14\% | 8\% | 4\% | 1\% |
| Academic Fair | 13\% | 37\% | 27\% | 11\% | 9\% | 3\% |
| Optional Programs | 20\% | 40\% | 22\% | 7\% | 5\% | 6\% |
| A College Orientation | 8\% | 20\% | 30\% | 14\% | 12\% | 16\% |

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When asked about their overall satisfaction with the orientation offered in the University 1 program, results again were somewhat mixed. While the largest proportion (45\%) of respondents were satisfied with the orientation, $34 \%$ were neutral on this question. One fifth (20\%) were not satisfied with the orientation offered to University 1 students.

## Overall Satisfaction with Orientation



When asked if they would suggest any changes, additions, or deletions to the University 1 orientation, two-thirds ( $66 \%$ ) of respondents answered "yes". Almost all ( $99 \%$ ) of these respondents offered specific suggestions. This question elicited the largest number of responses of any of the qualitative questions. By far the most common suggestion (84 mentions) was the deletion of the convocation. This aspect of the orientation was universally condemned by those who referred to it. "Convocation was a waste of time". "Delete the convocation - it was long and boring". "Convocation - useless". "Delete: convocation - took too long and was of little importance". "The convocation was good only for the people who aren't expected to see it again". "Delete convocation, was very boring and seemed useless". "The convocation wasn't necessary and I feel that perhaps it should be cancelled next year". "The convocation was boring and no one around me paid attention".

The next most common suggestion ( 38 mentions) was to shorten the orientation to one day from two. "Ul orientation does not need to be 2 days - one day would suffice". "Two days orientation was a little too long and end of the second day I was very tired. One day will be better". "There is no need to have the orientation run for two days". "I believe it could be just as bencticial if it was only one day long". "Should not be two days. People will not go both days".

Another common complaint was that the optional sessions were often full or cancelled, and 27 respondents suggested that more sessions or larger meeting rooms are needed. "Make optional courses available when scheduled ( 2 in 1 day were cancelled without advance notice)". "More space in Ul sessions - I didn't get to attend half the sessions I wanted to because there was no more room". "More space in optional programs; the good ones were always too full". "More optional sessions. I found that I couldn't attend all the optional sessions I wanted because they weren't always available". "Make the optional sessions more accessible as most of them were filled up". "Have more optional programs at different ranges of time and in bigger rooms". "Have more than one session... when I got there they said it was full and slammed the door on me!".

Also receiving 27 mentions was the belief that the campus tours were one of the most useful components of the orientation. It was also suggested that more and/or better tours would be beneficial. "Have the people know where all the places are on the campus tour. Also it is hard to hear what the leader is saying in such large touring groups". "More tours of the tunnels and campus". "More extensive tour (inside of buildings, tunnels, etc.)". "The campus tour was great and really helped". "A more extensive tour. I found that the tour was very quick and did not really get me oriented". "Better campus tours, more in depth including exactly where tunnels lead to. Combine the two tours together". "Include more on the tour than walking around the campus perimeter". "The campus tour was good, however there was little concern for those with disabilities". "Concentrate on familiarizing the students with campus tours. Very useful tool because many haven't been around the campus before".

The other common issue ( 20 mentions) was many respondents' dislike of the home room sessions, particularly the games that were played there. Most of the mentions of these sessions referred to the belief that they were childish, demeaning, and a waste of time. "Don't make us play get to know you games because we all know we'll probably never see each other again". "Delete the breaking the ice games". "Homeroom was pointless games played were wasted time". "Do not have 'get to know you' games and treat us as adults, not like we are in Gr. 2". "The games were cheesy". "Cut out the little kid games. People were not interested and it was not much help". "Many of the homeroom issues should be dealt with in a straightforward manner instead of games". "Get rid of the 'home room' crap! My home room involved throwing our shoes into the corner of the room; could there be anything more juvenile and pointless".

Receiving 14 mentions was the suggestion that the University I orientation should be scrapped altogether.

### 5.0 UNIVERSITY 1 HELP CENTRE

## 5.1) Awareness

When asked if they had heard about the University 1 Help Centre, almost all of the respondents ( $94 \%$ ) indicated that they had, and $89 \%$ reported that they were aware of its location. While $72 \%$ of those surveyed said that they had visited the Centre, only $58 \%$ planned to visit it in the future. It should be noted that only $12 \%$ said that they would not visit the Help Centre in the future. Almost one-third (30\%) simply did not know if they would make a future visit.


## 5.2) Rating of Centre

Students who had any contact (in person, by telephone, or via e-mail) with the Centre clearly believed that it was a valuable resource, with $91 \%$ of those who had some contact saying that they found it to be useful overall. The University 1 newsletter did not appear to be as helpful to students, partly due to the fact that $13 \%$ of respondents had not received it, and that $11 \%$ received it but simply did not read it. Of those who expressed an opinion, however, more than two-thirds ( $68 \%$ ) said that the newsletter was useful. Respondents were also asked about possible improvements to the Help Centre. A large number did not know or had no opinion on whether or not there should be more academic advisors or career counseling at the Centre ( $54 \%, 55 \%$ respectively). Of those expressing an opinion however, ( $75 \%$ ) agreed that more acadenic advisors would be helpful, and ( $85 \%$ ) agreed that more career counseling would be an improvement.

|  | Yes | No |
| :---: | :---: | :---: |
| Useful Overall? | 91\% | 9\% |
| Newsletter Useful? (those expressing an opinion) | 68\% | 32\% |
| More Academic Advisors? (those expressing an opinion) | 75\% | 25\% |
| More Carcer Counseling? (those expressing an opinion) | 85\% | 15\% |

The support for more academic advisors expressed above was underlined when respondents were asked if there were any other ways to improve the Help Centre. Of the 66 people who specified where improvements could be made, 11 suggested having more advisors. "More advisors especially before registration deadline and course changes because of the long wait". Another eleven stated that better informed/qualified advisors were needed. "Many of the advisors couldn't answer my questions about the university and courses. They need to be better informed". Seven suggested that more advertising of what the centre offered would be helpful: "more awareness about the help/counselling offered and what kind of questions/concerns could be answered". Five commented on a lack of friendliness from the Help Centre staff: "the secretaries stare at you when you walk in and they look at you like 'duh, what do you want?'. They should be more friendly".

Respondents were then asked if there was anything about the University of Manitoba "you know now that you wish you had known in September". A large number of respondents (206) provided specific examples of things they wish they had known sooner. The most common responses ( 31 mentions) concerned the course selection process; prerequisites, programı requirements, voluntary withdrawal, and application deadlines. "I wish prerequisites were made clear! Even though went through U1 I still feel like I've wasted this year because of that". "If I had known I didn't need an English course for my Ul requirement I would have took something else, also I found out faculty requirements too late, now I have to take 1 or 2 summer courses". "Registration and cancellation deadlines not clear, could've cost a lot of money".

The second most common concern ( 18 mentions) was a heavier than expected workload, and the resulting time management difficulties. "That university is a full time job and I would've liked to know how to organize and manage my time better". "I wished that the orientation people would have emphasized how important it is to keep up with school work and reading". "How much harder you have to work compared to high school".

Knowledge of the tunnel system was mentioned by 12 respondents: "I wish that I had a better understanding of the tunnels"; "How and where to use the tunnel system. It would help on cold days". These comments are interesting in light of the fact that a "tunnel tour' was mentioned by many respondents in the section of the questionnaire dealing with the orientation sessions.

Other more commonly noted issues include computer labs (9 mentions), course load (7 mentions), and location of washrooms ( 6 mentions).

### 6.0 COMPUTER SERVICES

## 6.1) Use of University Computer System

When asked about their use of the computer system, almost nine-tenths of the students surveyed reported that they had obtained a computer userid and had already logged on to the university computer system ( $85 \%, 83 \%$ respectively).

|  | Yes | No | Don't Know |
| :---: | :---: | :---: | :---: |
| Obtained uscrid? | 85\% | 14\% | 1\% |
| Logged on to System? | 83\% | 17\% | -- |

It might be assumed that the high rate of use of the computer system is related to the fact that most respondents were either required ( $54 \%$ ) or advised ( $23 \%$ ) by one or more professors to do so. A further $23 \%$ reported that they were neither required nor advised by a professor to use the computer system. In light of the use rates reported in the table above, it appears that some students are using the system on their own initiative. Of those respondents who were advised or required to use the system, most ( $64 \%$ ) did so at the request of one or two professors. One-fifth ( $20 \%$ ) did so at the request of three professors. Only $16 \%$ were advised or required to use the system by four or more of their professors.

Advised/Required to Use Computer


### 7.0 OTHER

## 7.1) Student Handbook

A great majority ( $\$ 3 \%$ ) of students reported that they had received a Student Handbook, however only $52^{\circ}$ a said that they found it to be helpful. This opinion is reflected in the fact that $59 \%$ of respondents do not use it at all, $38 \%$ use it only occasionally, and only $3 \%$ said that they use it often.

|  |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Yes | . ${ }^{\text {No }}$ | Don't Know |
| Received Handbook? | 83\% | 11\% | 6\% |
| Is handbook helpful? | 52\% | 10\% | 38\% |
|  |  |  |  |
| . | Not at All | Occasionally | Often |
| Still Lise Handbook? | 59\% | 38\% | 3\% |
| $\geq$ |  |  |  |
| - |  |  |  |
| $\underline{\square}$ |  |  |  |
| 2.2) Use of Student Services |  |  |  |

Respondents were presented with a list of the services available to students on campus to detemine rates of use of the services, as well as the level of satisfaction with the many serviees offered. Not surprisingly, the most used services were those that might be desi-ibed as "administrative": Admissions Office (used by 79\% of respondents), Finz.ncial Aid and Awards (49\%), and Student Records (49\%). Some other services used by rearly a third oi the respondents were Student Employment Services (30\%), and Counselling Services (29\%). The University Health Service was used by $15 \%$ of the respundents, while Housing and Student Life was used by $14 \%$ of those surveyed. Very few sudents made use of the remaining services listed, as shown in the table below.

| GSTUNENT SERVICES |  |
| :--- | :---: |
| Rate of Use |  |
| Admissions Office | $79 \%$ |
| Financial Aid \& Awards | $49 \%$ |
| Student Records | $49 \%$ |
| Student Employment Services | $30 \%$ |
| Counseling Services | $29 \%$ |
| University Health Services | $15 \%$ |
| Housing and Student Life | $14 \%$ |
| Learning Skills Centre | $6 \%$ |
| International Centre | $5 \%$ |
| Chaplains | $5 \%$ |
| Office of Student Advocacy | $4 \%$ |
| Aboriginal Student Centre | $3 \%$ |
| Disability Services | $2 \%$ |
| Playcare Centre | $2 \%$ |
| English Language Centre | $2 \%$ |

The mean and median number of services used was three.

## Use of Student Services



## 7.3) Rating of Student Services

Respondents were then asked to rate their level of satisfaction with each of the services using a five-point Likert scale. Nearly two-thirds (65\%) were satisfied with the service provided by the Admissions Office, and only 4\% expressed dissatisfaction. Nearly onethird ( $31 \%$ ) were neutral on this issue.

Financial Aid and Awards was rated quite highly, with $75 \%$ of respondents expressing satisfaction, and $10 \%$ indicating that they were dissatisfied. Fifteen percent were neutral.

Student Records was able to satisfy $68 \%$ of their customers, while only $5 \%$ were unsatisfied with the service they received. More than one-quarter (27\%) of the respondents were neutral.

Levels of satisfaction for the remaining services are detailed in the table below.

| SATISFACTION WITH STUDENT SERVICES |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Student Service | Level of Satisfaction with Service - \% (number of respondents) |  |  |  |
|  | Satisfied | Neutral | Dissatisfied | Total $\mathrm{n}=$ |
| Admissions Office | 65\% (251) | 31\% (122) | 4\% (16) | 389 |
| Financial Aid \& Awards | 75\% (181) | 15\% (35) | 10\% (25) | 241 |
| Student Records | 68\% (163) | 27\% (64) | 5\% (12) | 239 |
| Student Employment Services | 66\% (98) | 26\% (38) | 8\% (12) | 148 |
| Counseling Services | 75\% (107) | 18\% (25) | 7\% (10) | 142 |
| University Health Services | 70\% (51) | 12\% (9) | 18\% (13) | 73 |
| Housing and Student Life | 61\% (42) | 17\% (12) | 22\% (15) | 69 |
| Learning Skills Centre | 63\% (17) | 30\% (8) | 7\% (2) | 27 |
| International Centre | 57\% (15) | 31\% (8) | 12\% (3) | 26 |
| Cliaplains | 75\% (18) | 25\% (6) | -- | 24 |
| Office of Student Advocacy | 33\% (6) | 28\% (5) | 39\% (7) | 18 |
| Aboriginal Student Centre | 54\% (8) | 33\% (5) | 13\% (2) | 15 |
| Disability Services | 25\% (3) | 33\% (4) | 42\% (5) | 12 |
| Playcare Centre | 60\% (6) | 30\% (3) | 10\% (1) | 10 |
| English Language Centre | 56\% (5) | 44\% (4) | -- | 9 |

## 7.4) Participation in University Clubs

More than one-third ( $37 \%$ ) of University 1 students who responded to this question indicated that they had joined a club, College, or activity. Of those respondents who had joined one of these groups, the most commonly cited activity was Intramural Sports/ U of M Team (22\%), followed by Study Group (18\%), and College (Council/Sports) at 6\%.


## 7.5) Talk with Professors

The great majority of respondents ( $80 \%$ ) reported that they had talked with one or more of their professors outside of class. Almost one-third of all respondents ( $32 \%$ ) had talked to three or more professors, $26 \%$ had spoken to two professors, and $22 \%$ indicated that they had talked to one professor outside of class. When asked who initiated the contact with a professor outside of class, the students most often (72\%) responded that they had initiated the contact themselves. Nearly one-quarter ( $24 \%$ ) said that it was "sometimes me, sometimes the professor" who initiated the contact. Only 4\% reported having had a professor initiate contact outside of class.



Frequency of Library Use

## 7.6) Use of Libraries

When asked how often they used one of the University libraries, only $8 \%$ of respondents replied that they "never" use them. Otherwise, rates of library use vary widely among the respondents. The most common response was "every few weeks" (21\%), followed by: "about once a month" (20\%), "every 2 or 3 days" (19\%), "weekly" ( $16 \%$ ), and "daily" (16\%).

## 7.7) Study Space

$\%$
Most students had little difficulty finding study space on campus, with more than threequarters ( $76 \%$ ) of them saying it was "easy" to find space. Eighteen percent of respondents characterized locating study space as "difficult", while $6 \%$ indicated that they had not tried to locate space on campus. The lack of difficulty finding study space may be related to the fact that most students ( $61 \%$ ) did their studying at home. Those that reported studying on campus made up $28 \%$ of the sample. Only $2 \%$ of respondents indicated that they studied somewhere other than at home or on campus. Nine percent gave more than one response, indicating that they "usually" study in more than one place.

| QAGAG STUDXSPACE \&USUALSTUDXLOCATION |  |
| :---: | :---: |
| How Easy is it to Find Study Space On Campus? |  |
| Easy | 76\% |
| Difficult | 18\% |
| Have Not Tried | 6\% |
|  |  |
| Where Do You Usually Study? |  |
| Home | 61\% |
| On Campus | 28\% |
| Elsewhere | 2\% |
| More Than One Place | 9\% |

## 7.8) Food on Campus

Students reported having difficulty in obtaining food on campus after $4: 30$. While more than one-third ( $36 \%$ ) of respondents have not tried to get food during these hours, more than half ( $58 \%$ ) said that it was difficult. Only $6 \%$ felt that it was easy to get food on campus after 4:30.

# Obtaining Food on Campus (after 4:30 p.m.) 



## 7.9) University 1 Focus Wecks

From the data collected, it appears that the University 1 Focus Weeks were not well attended. Slightly more than one-quarter ( $26 \%$ ) of the respondents said that they had attended, while $67 \%$ had not. Seven percent of respondents didn't know whether or not they had attended a Focus session.

## Attended a Focus Week?



### 7.10) Courses

More than half ( $56 \%$ ) of the respondents indicated that they had changed, added, or dropped courses during the course change period, while $44 \%$ did not. Gaining access to desired courses does not appear to be a widespread problem, with only $13 \%$ of respondents reporting that they had taken fewer courses during the academic year because they could not get into the ones that they really wanted.

|  |  |
| :---: | :---: |
| Changed, Added, or Dropped Courses? |  |
| Yes | 56\% |
| No | 44\% |
|  |  |
| Took Fewer Courses than Desired? |  |
| Yes | 13\% |
| No | 87\% |

### 7.11) Adjustment to University

Nearly three-quarters (74\%) of those surveyed stated that they had not had trouble adjusting to university life. Just over one-quarter ( $26 \%$ ) however said that the adjustment had been difficult for them, or that they were still not adjusted to university life. These respondents were asked to explain why they had difficulty with the adjustment to university life. Of the 129 respondents who had problems adjusting, 111 offered specific reasons for the difficulty.

The most common reason given ( 26 mentions) was the heavy workload involved in university. "The increased work load compared to high school. Seems to have put a little stress in the beginning". "The large workload and amount of time required to study and keep up in class".

The second most common factor ( 21 mentions) was difficulty adjusting to university academic standards, including teaching style and the higher expectations of professors. "In high school I had $89 \%$ average - now I'n failing exams even if I study my ass off!". "Tests more difficult compared to high school", "I showed up expecting certain things or teaching styles from different profs and got thrown off when it was completely different".

The third most common source of difficulty ( 13 mentions) in adjusting to university life was the large, impersonal nature of the university compared to the high school environment. "Such a huge change from a fairly small high school to huge university. Totally new system, big classes, not that much contact with profs". "Coming from a
place you know everybody to a place you know nobody is very challenging". "No teacher/student relationship, you are a number".

Twelve respondents mentioned the lack of family or friends to provide personal support as being a factor contributing to their difficulty adjusting to university life. "I was alone almost all the time for first semester, because I know virtually no one from high school". "Because I move away from home with no family for the first time".

### 7.12) Satisfaction with University

Most respondents (59\%) were satisfied with university life at the University of Manitoba so far, while $32 \%$ were neutral on the subject. Only $9 \%$ reported being dissatisfied with university life.

| Satisfied | 59\% |
| :---: | :---: |
| Neutral | 32\% |
| Dissatisfied | 9\% |

### 8.0 ACADEMIC PLANS FOR NEXT YEAR

## 8.1) Continue at the U of M

Over four-fifths ( $83 \%$ ) of the University 1 students surveyed indicated that they plan to continue at the University of Manitoba next year, while only $4 \%$ do not plan to continue. It should be noted that about one-tenth of the respondents ( $13 \%$ ) did not know whether or not they would continue at the University of Manitoba next year.

## Plan to Continue at $U$ of $M$ ?



## 8.2) Academic Goals

The lack of certainty noted above night be related to the fact that $29 \%$ of respondents indicated that they were not clear about their academic goals. A majority ( $61 \%$ ) said that they were clear about their goals. while $10 \%$ replied that they did not know. More than three-quarters ( $78 \%$ ) of the respondents knew which faculty they planned to enter the following year, while $19 \%$ did not know. Only $3 \%$ said that they were not returning the following year.

| ACADEMIC GOALS |  |
| :---: | :---: |
| Are You Clear About Your Academic Goals? |  |
| Yes | 61\% |
| No | 29\% |
| Don't Know | 10\% |
|  |  |
| Know Which Faculty You Plan to Enter? |  |
| Yes | 78\% |
| No/Not Yet Sure | 19\% |
| Not Coming Back | 3\% |

## 8.3) Faculty

Those respondents who indicated that they knew which faculty they planned to enter were then asked to specify which one. Not surprisingly, Science and Arts accounted for nearly half of the total, with $25 \%$ and $23 \%$ respectively of the decided respondents. The remaining faculty choices are detailed in the table below.

|  |  |
| :---: | :---: |
| Science | 25\% |
| Arts | 23\% |
| Management | 16\% |
| Other | 10\% |
| Agriculture/Food Science | 6\% |
| Architecture | 6\% |
| Physical Education/Recreation | 5\% |
| Human Ecology | 2\% |
| Nursing | 2\% |
| Engincering | 2\% |
| Social Work | 2\% |
| Music | 1\% |

Those indicating "other" in the table above were asked to specify which faculty they planned to enter. Their responses, several of which do not correspond to any faculty at the University of Manitoba, appear in the table below.

|  |  |
| :--- | :--- |
| Other Responses |  |
| "Medical Rehabilitation" | Frequency |
| "Pharmacy" | 11 |
| "University" |  |
| "Education" | 7 |
| "Dental Hygiene" | 6 |
| "Athletic Therapy" | 5 |
| "Computer Sciences" | 2 |
| "Environmental Science" | 1 |
| "Fine Arts" | 1 |
| "Gencral Courses" | 1 |
| "Physical Therapy" | 1 |
| "Specialized Fashion Design" | 1 |

## CONCLUSIONS

This report has presented the results of a survey conducted with University One students. The purpose of the survey was to obtain a demographic profile of the students and to elicit their views on various aspects of their university experience at the University of Manitoba.

## Profile of the University One Students

The largest proportions of respondents were female and 20 years of age and under. Nearly all of the University One students resided in Manitoba prior to their enrolment at the University. Most of these students lived with a parent or a friend or roommate (offcampus) during the school year. The most common means of transportation to the university was by car or bus. Most of the students did not find that their travel arrangements hindered their ability to participate in on-campus activities. The majority of students were employed, a minority belonged to a College at the $U$ of $M$ and most of them expected to attain a $B$ average at the end of their first year of studies.

## Decision to Attend the University of Manitoba

Most students reported that the University of Manitoba was the only university or college to which they had applied. Even those who had applied to other universities or colleges stated that the University of Manitoba had been their first choice. The two most prominent factors which affected their decision to attend the U of M were proximity to home and the fact that friends were also attending this university. "Specific university programs offered" and "the opportunity to sample courses in several faculties before deciding on a major" were the third and fourth ranked factors. The students indicated that the Maclean's rankings of the University of Manitoba had little or no effect on their decision to attend this university.

## Registration

The majority of students reported that, "overall telephone registration was easy to do". However, they indicated that some aspects of the process were more easily accomplished than others. For instance, students were much more likely to report ease of getting through to the telephone registration lines in comparison to planning their timetable from the instructions provided in the Registration Guide.

## Orientation

Almost all of the students in the survey sample had attended the University One orientation. Less than half of the students reported overall satisfaction with the orientation. The most common complaint was dissatisfaction with the convocation activity. Many of the respondents indicated that this aspect of the orientation should not be included in future orientation programs. Of the other activities, the most highly
ranked orientations in terms of helpfulness and relevance included the Campus Tour session, the Campus Resources session and the Library Session and Optional Programs which tied for third rank.

## University One Help Centre

Nearly all of the respondents had heard about the Help Centre and were aware of its location. Students who had in-person, telephone or e-mail contact with the Help Centre reported that it was a valuable resource. The majority of students reported that they planned to use the Help Centre in the future. In contrast, the University I newsletter did not appear to be as helpful to students partly because some had not received it and others had received it but had not read the contents.

## Computer Services and Other

Almost all of the students surveyed had obtained a computer userid and had already logged on to the university computer system. This high usage rate is probably related to the fact that most students were either required or advised to use the computer by one or more of their professors.

Although almost all students received a Student Handbook only about half of them said that they found it to be helpful. The majority of the respondents said that they do not use it at all.

The most commonly used Student Services included the Admissions Office, Financial Aid and Awards, Student Records, Student Employment Services and Counseling Services. On average, the students used three of the various types of student services that are available on-campus. The reported level of satisfaction for the five categories of service mentioned above attained or exceeded 65 percent.

A large ninority of the students surveyed had joined a club, College or other extracurricular activity at the University of Manitoba. The most common activity was associated with Intramural Sports or a U of M Team.

Although the great majority of respondents reported talking to one or more of their professors outside of class these contacts were usually initiated by the student.

The students' reported use of the libraries was most commonly on a "once a month" or "every few weeks" basis. Although the majority of students studied at home, most students also indicated that they had had little difficulty finding study space on campus. In contrast, students reported having difficulty in obtaining food on campus after 4:30 p.m.

The University One Focus Weeks were not well attended. Only about one-quarter of the respondents indicated that they had participated in this activity.

The majority of respondents reported that they had changed, added or dropped courses during the course change period, however this did not appear to be related to a lack of desirable courses to choose from.

About three-quarters of the students reported that they had not had any major difficulties adjusting to university life. Those who reported difficulties adjusting mentioned several contributing factors such as heavy workload; teaching style and higher expectations of university professors; the large impersonal nature of the university environment; and the lack of family and friends to provide personal support. Nonetheless, most respondents indicated that they were satisfied with life at the University of Manitoba.

## Academic Plans for Next Year

Over four-fifths of the University One students surveyed indicated that they planned to continue their studies at the University of Manitoba. The majority of these students were clear about their academic goals and which faculty they planned to enter in the coming year.

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CALENDAR YEAR 1999
Faculty










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16 February 2000

## Report of the Executive Committee of Senate

## Preamble

The Executive Committee of Senate held its regular monthly meeting on the above date.

## Observations

1. Speaker for the Executive Committee of Senate

Dean A. Secco will be the Speaker for the Executive Committee for the March meeting of Senate.
2. Comments of the Executive Committee

Other comments of the Executive Committee accompany the report on which they are made.

Respectfully submitted,

Dr. E. J. E. Szathmáry, Chair
Executive Committee of Senate
Terms of Reference: Senate Handbook (Revised 1992), Section 9.
/sgp

University of Manitoba . FACULTY OF GRADUATE STUDIES Professor Femando de Tors, Ph.D.

Dean

500 University Centre Winnipeg, Manitoba CANADA, RUT 2N2
Phone: (204) 474-9887
Fax: (204) 474-7553
E-Mall: FdeToro@ms.Umanitoba.ca

MEMORANDUM
Date: June 3, 1999
To: Gev Sawicki, Senate Secretariat, Engineering Bldg.
From: Dr. Fernando de Tors, Dean, Faculty of Graduate Studies
Subject: MOTION - FROM FACULTY COUNCIL OF GRAD. STUDIES - RE AWARDS

On May 28, 1999, Faculty Council of Graduate Studies passed the following motions:
b) THAT the Master of Actuarial Mathematics Program be eliminated with the notation that the last entrants into the program will be in the Fall of 1999. (Request and documentation att.)

Could you please bring these motions to the attention of the appropriate Senate body for approval?
Thank you very much.
FdT/jc
Comments of the Executive Committer:
The Executive Committer endorses the proposal to Senate.

FACULTY OFMANAGEMENT Otife of the Dean

Wianipeg. Manitola Canada RTT SV4

Tel: (204) 474-6750
F2x: (204) 474-7544
$5 / 10$.

DATE: March 2, 1999
TO: Dr. F. de Toro, Dean Faculty of Graduate Studies
FROM: Dr. Terrence P. Hogan, Associate Dean, Faculty of Management,
SUBJECT: Master of Actuarial Mathematics Program

Attached is a copy of a memorandum to Professor Karen Ogden, Vice-Provost (Acadernic) and two letters of intent conceming Undergraduate Diploma Programs in Actuarial Studies that we hope will be forwarded to the Council on Post-Secondary :Education(COPSE). As you will read in the covering memorandum, the Warren Centre for Actuarial Studies and Research and the Facuity of Management intend to drop-the : 4 Master's Program in Actuarial Mathematics and initiate the two Diploma Programs. I should note that both the elimination of the Master's Program and the addition of the two Diploma Programs have been approved by the Warren Centre and the Faculty of Management Council.

While we intend to offer the Master's Program in the academic year 1999-2000, we would hope that it is eliminated following that year and replaced by the two Diploma Programs. The basis for these actions lies in feedback and suggested courses of action made by site visitors from our accrediting body, the AACSB.

Because of this, the Faculty of Management would greatly appreciate your putting the elimination of the Master's of Actuarial Mathematics Program on the agenda of the relevant Faculty of Graduate Studies body. At that meeting, I would hope to have Professor Michael Byme, Director of the Warmen Centre present to answer questions.

Please let me know if you would like any further information.
TPHiviw
Copy to: Vice-Provost K Ogden
Dean J. Gray
Dr. F. Starke
Dr. D. Unruh

FACULTY OF MANAGEMENT

Dr. Norman M. Halden, Chair<br>Senate Planning and Priorities Committee<br>University of Manitoba

Dear Dr. Halden:
Dr. de Toro, Dean of the Faculty of Graduate Studies, forwarded your letter of November 24,1999 to me with the concerns your committee has regarding the replacement of the Masters Program in Actuarial Mathematics by two Diploma Programs. I am writing to hopefully address those concems with information $I$ have gathered with the aid of Professor Michael Byme (Chair of the Warren Centre), Dr. Terry Hogan (Associate Dean), and Ms Jenny Hogan (Secretary of our Faculty Council). Below are answers to the questions raised in your letter.

1) Why is the program being discontinued? Is this the result of an external accreditation process?

The Masters Program in Actuarial Mathematics is in fact being discontinued as part of the accreditation process by the American Assembly of Colleges and Schools of Business (AACSB). This is the premier accreditation body for business schools world-wide. It was their belief that this program was not central to our overall mission and that it was one source of non-efficient use of resources, due to low enrollment.

## 2) Is this an internal resource allocation issue?

Although this was not a major factor in the decision to discontinue this Masters Program, it would have become one, especially with the complete reworking of the undergraduate actuarial curriculum which became effective during the 19992000 academic year. This new curriculum requires that more courses be delivered than in the old undergraduate program.

## 3) Is the program content no longer relevant or redundant?

No. It is relevant.
4) Provide some evidence of the declining student demand for the existing program and need for the new form of delivery.

The demand for the existing program was never very robust. The Table below provides the enrollment figures for the past decade.

| Year | Number of Graduates | Year | Number of Graduates |
| :---: | :---: | :---: | :---: |
| 1990 | 5 | 1995 | 3 |
| 1991 | 3 | 1996 | 3 |
| 1992 | 14 | 1997 | 1 |
| 1993 | 9 | 1998 | 3 |
| 1994 | 8 | 1999 | 7 |

The existing program targeted mostly undergraduates with an existing base of actuarial knowledge. The major purposes were to enhance the base and achieve a Masters Degree. However, for employment in the actuarial field, completion of the professional examinations set by the Society of Actuaries is all-important. Employers want students who have the tangible ability to pass such examinations, and this ability will be amply demonstrated by the time the actuarial undergraduate program is completed. As such, employers do not place much incremental value on a Masters degree. Students typically find that they are further ahead by working after their undergraduate degree and gaining valuable practical experience which will help in the Society of Actuaries' examinations. Thus, the students' need for a Masters Degree is not high, except perhaps for foreign students with an existing actuarial background who perhaps need the credibility of an advanced degree from a recognized actuarial school to return to the home countries to work as actuaries.

The new form of delivery is driven by the large demand for entry-level actuarial workers. If candidates can demonstrate an ability to pass the Society of Actuaries' exams, they are highly valued. Normally, someone with an undergraduate actuarial degree will have the educational underpinning to do this. What is needed is a program which will expand the number of candidates with such an education. One possible source is people with undergraduate degrees in an unrelated field, but with backgrounds in mathematics, statistics, and/or economics. Such people would be given, in a diploma format, additional course work that would bring them to approximately the same level of actuarial education as that of an honours actuarial student. Thus, the proposed Diploma Programs are not so much a direct replacement of the Masters Program, but rather a supplement to the supply of trained actuarial students demanded by industry. A

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few of them might have followed the Masters route, were it still to be offered. However, the Diploma Program is seen as a new initiative, with a vigorous promotional program, which targets people who would be highly unlikely to become connected with the actuarial profession.
5) What was the character of the Faculty Council debate? Were there significant opposing views? If there was a vote, by what majority was it agreed to discontinue the program?

The decision to discontinue the Masters Program was passed by our Faculty Council on September 25, 1998. The motion was put forth by our AACSB Committee after full consultation and agreement with the faculty of the Warren Centre. The minutes of the meeting show that the vote was unanimous and the debate was short and non-confrontational. Our Faculty Council passed the motion to adopt the two Diploma Programs on December 11, 1998.
6) What efforts have been made to accommodate students currently in the Program?

All students currently in the Program will be given full opportunity to complete it. We will simply truncate access to those wanting to enter the program after the Fall of 1999.

## 7) What notification of Program discontinuance will be provided?

The Masters Program will be removed from the University's Graduate Calendar. Department Heads who partner with us (Mathematics, Statistics, Economics) are aware of the developments. Recruiting presentations to Manitoba high schools will disclose the new arrangements. Actuarial employers have been advised by letter of our intentions. The new scope of our curriculum (with no Masters Program) has been modified in the Society of Actuaries' records which indicate the actuarial programs offered by various universities. Graduate students who inquire about graduate actuarial training are being advised on a individual basis.

## 8) What human and financial resources will be recovered or redistributed within the unit?

The teaching capacity freed up will be completely redirected to provide undergraduate instruction, given the new, heavier load of required actuarial courses, effective during the Fall 1999 semester. There will be no financial resources made available or newly required as a result, since the Diploma courses simply utilize existing undergraduate courses.

I trust that this information is sufficient for your presentation to Senate Executive. Please contact me if you have other concerns or questions.

Sincerely,


Malcolm Smith, Ph.D.
Associate Dean
Cc Dr. F. de Toro, Dean, Faculty of Graduate Studies
Dr. Jerry Gray, Dean, faculty of Management
Professor Michael Byrne, Chair, Warren Centre

## Report of the Senate Planning and Priorities Committee (SPPC) on the Discontinuance of the Master's

 Program in Actuarial Mathematics
## Preamble

The SPPC has the responsibility to report to Senate on significant curriculum changes with potential resource implications. The Master's Program in Actuarial Mathematics is being discontinued in response to reorganization of the actuarial curriculum and it is no longer central to the overall mission of the Faculty of Management.

## Observations

1. Discontinuance of the program is, in part, related to the accreditation process by the American Assembly of Colleges and Schools of Business.
2. The undergraduate actuarial program has been completely reworked with the changes scheduled to take effect in the fall of 2000.
3. Employers in the actuarial field place little incremental value on a Master's Program over and above an undergraduate degree. In the field it is considered more important to be prepared for professional examinations set by the Society of Actuaries.
4. The demand for an education to the Master's level has averaged about three students who have graduated from the program each year over the last five years.
5. All students currently in the Master's Program are to be given a full opportunity to complete their programs. Access to the Master's program was truncated in the fall of 1999.
6. The plan to discontinue the program was done in consultation with related departments (including Mathematics, Statistics and Economics), Manitoba high-school counsellors and actuarial employers. The new actuarial curriculum (exclusive of the Master's) has been modified in the records of the Society of Actuaries.
7. No new financial resources are required by the re-organization.
8. The teaching capacity freed up will be completely redirected to provide the necessary undergraduate instruction.
9. The motion to discontinue the Master's program was passed unanimously by the Facuity of Management council at its meeting of September 25, 1998. The debate was short and non-confrontational.
10. The Faculty of Graduate Studies supports the discontinuance of the Master's Program in Actuarial Mathematics.
11. Two new Diploma Programs are to be introduced to supplement the supply of actuarial students. These programs are seen as a new initiative and are to be vigorously promoted.

## Recommendation

The SPPC endorses the Faculty of Management's discontinuance of the Master's of Actuarial Mathematics program as part of an overall reorganization of the Actuarial Curriculum.

Respectfully submitted,

Norman Halden, Chair
Senate Planning and Priorities Committee
Terms of Reference: Senate Handbook (Rev. 1993), pp. 10.21-22

FACULTY OF MANAGEMENT
Office of the Dean

MEMORANDUM

Winnipeg, Manitoba Canada R3T 5V4

Tel: (204) 474-6390
Fax: (204) 474-7544

DATE: $\quad 9$ November 1999
TO: $\quad$ Ms Rev Sawicki, University Secretary
FROM: $\quad$ Terrence P. Hogan, Associate Dean, Faculty of Management
SUBJECT: Program Proposals

Attached are copies of two program proposals, the Basic Diploma in Actuarial Studies and the Advanced Diploma in Actuarial Studies for consideration of Senate and its relevant committees. I should note that Letters of Intent have been sent to COPSE and the Council has approved formal programs to be developed and submitted. The two proposals have also been approved by the Management Faculty Council. Finally, these two undergraduate diploma programs replace the Master of Actuarial Science Program which has already been deleted by the Faculty of Graduate Studies with the final group of students in that program having been admitted in September, 1999.

If you or the Committees of Senate have any questions conceming these proposals, please contact Prof. Michael Byrne, Director, Warren Centre for Actuarial Studies and Research.

TPH/mew
Attach.
c.c. J. Gray, Dean Professor Byre


Comments of the Executive Committer:
The Executive Committee endorses the proposal to Senate.

## APPENDIX B:

## THE FORMAL PROGRAM PROPOSAL

Institution Submitting the Formal Program Proposal: UNIVERSITY OF MANITOBA

Title of Proposed Program: BASIC DIPLOMA IN ACTUARLAL STUDIES

Faculty/Department in which the Proposed Program will be located: FACULTY OF MANAGEMENT

Name of Person(s) responsible for the Program: PROFESSOR A.M. BYRNE

Credential to be Offered: $A S$ PER TITLE OF PROGRAM, ABOVE

Date of Program Implementation: JANUARY 1, 2000

## President's/Rector's Signature

$$
\overline{\text { Date }}
$$

Date Received by Council on Post-Secondary Education:

# BASIC DIPLOMA IN ACTUARIAL STUDIES 

## SECTION I - PROGRAM DESCRIPTION

### 1.1. BACKGROUND

The Basic Diploma in Actuarial Studies program provides a formal course of actuarial and related studies for graduate students with limited prior actuarial backgrounds. The program specifically targets students whose interest in pursuing actuarial careers matures after completion of a non-actuarial undergraduate degree.

Program objectives are two-fold:

- To provide a diploma-oriented approach to prepare graduate students with a limited prior educational background for careers as professional actuaries or researchers.
- Course work covers topics necessary to position students to successfully undertake the early examinations set by the Society of Actuaries (SOA). The Basic Diploma program provides course work preparing students for Society of Actuaries Courses 1-2.

All courses offered are drawn from existing undergraduate courses offered through the Faculties of Management, Science ( Statistics, Mathematics, Computer Science), and Arts (Economics).

### 1.2 ADMISSIONS

Admission to this program is subject to approval by the Warren Centre. Students should have completed a nonactuarial undergraduate degree with a cumulative GPA of 3.00 or better in their most recent 60 credit hours. Included in their undergraduate course work will be the following courses or their equivalent:

- Calculus 013.239 or 013.249
- Linear Alegbra 136.131 or 136.130
- Statistics 5.200
- Economics 18.120, or 018.121 and 018.122


### 1.3 CONTINUATION AND GRADUATION

A Cumulative Grade Point Average of 2.50 is required (without any failures). Students must meet all individual course prerequisites for further study, and obtain Warren Centre approval for any revision to their programs.

### 1.4 PART-TIME VS FULL-TIME STATUS FOR STUDENTS

A. student is considered to be equivalent to full-time status if at least $60 \%$ of the normal full-time course load is attempted in the academic term or session. (A normal full-time course load is usually 30 credit hours during the regular session). A student will be allowed to take a partial course load with permission from the Dean of the Faculty of Management and the payment of pro-rated fees.

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SECTION I PROGRAM DESCRIPTION
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### 1.5 TRANSFERS OF CREDIT FROM OTHER PROGRAMS

Courses taken within the Undergraduate degree programs of the University of Manitoba can qualify for credit towards the Basic Diploma in Actuarial Studies program in accordance with Subsection 2 - General Structure of the Program, following. Courses taken outside the University of Manitoba can qualify for credit if the course content and the student's performance are deemed appropriate by The Warren Centre

### 1.5 APPEALS

Appeals of academic assessment of students must be submitted to the Undergraduate Program office of the Faculty of Management within 21 days of the date of notification of the action sent to the student.

### 1.6 TIME LIMITS AND LAPSE OF CREDIT

The normal maximum time allowed for the completion of the Basic Diploma in Actuarial Studies is four years from the date of first registration. Students who desire an exemption from this maximum must apply, in writing, to the Undergraduate Program Manager of the Faculty of Management.

### 1.8 DIPLOMA PROGRAM CONVERTBBILITY

A candidate enrolled under the Advanced Diploma in Actuarial Studies who withdraws from the program voluntarily after having completed the requirements for a Basic Diploma, but before completing the requirements for an Advanced Diploma, is entitled to be granted the Basic Diploma.

A candidate who is enrolled under and completes the requirements for a Basic Diploma may apply for enrolment under the Advanced Diploma and will be allowed to offset up to 30 credit hours against the 60 credit hour requirements for an Advanced Diploma. In this situation, courses completed while in the Basic Diploma course which would have been Core courses had the student been enrolled in the Advanced Diploma course will count towards satisfaction of the 33 credit hour Core course requirement under the Advanced Diploma.

## SECTION I-PROGRAM DESCRIPTION

## 2. GENERAL STRUCTURE OF THE PROGRAM

Following admission to this program in the Faculty of Management, students will be required to complete an additional 30 credit hours to earn the Basic Diploma in Actuarial Studies. Normally that work will take two years to complete.

The 30 credit hours required in the one year program can be divided into the following components: The Core and Elective courses. These components and their associated limits are defined below.

### 2.1 THE CORE

The CORE comprises 21 credit hours of the 30 required. It consists of specified mandatory courses from the Faculty of Management as well as courses taught by the Statistics Department. All students are required to complete the Core since it comprises the essential coursework to prepare students to undertake the early examinations of the Society of Actuaries.

Students who have already completed Core courses prior to entry into this program may take credit for these to satisfy the Core requirements of 21 credit hours, subject to completion of a minimum 24 credit hour program. No credit hours will be transferred in for Elective courses previously taken. The maximum transfer credit for Core courses previously taken will be 21 credit hours, but the student must substitute Elective courses for such previously taken Core courses in excess of 6 credit hours, in order to maintain a minimum 24 credit hour program.

An elective is any three or six hour course chosen by the student from the approved Elective list. Students must take at least 9 hours of electives.
CORE REQUIREMENTS
005.350 Statistical Theory I 3
005.360 Statistical Theory II 3
010.202 Economic \& Financial Applications 3
010.212 Interest Theory 3
010.221 Introduction to Risk Management 3
010.313 Actuarial Models I 3
010.323 Actuarial Models II 3

Total Core Credit Hours Required 21
Electives (see Note 1) 9
TOTAL CREDIT HOURS REQUIRED 30
NOTES:

1. In addition to 21 credit hours of Core courses, students must take at least 9 credit hours of Electives.

## SECTION I-PROGRAM DESCRIPTION

### 2.2 ELECTIVES - BASIC DIPLOMA

## Requirements for electives:

At least 9 credit hours selected from courses offered in the B.Comm (Hons) program or in the degree programs of other faculties and schools. The following are the electives approved by The Warren Centre:
005.305 Intro to Probability Theory \& its Applications 3
005.347 Statistics for Research I 3
005.349 Time Series 3
009.110 Introductory Financial Accounting 3
009.111 Introductory Managerial Accounting 3
009.220 Corporation Finance 3
009.341 Investments 3
009.427 Options and Futures 3
010.333 Actuarial Models III 3
010.353 Actuarial Models IV 3
010.414 Actuarial Modeling Methods I 3
010.405 Life Insurance Products and Employee Benefit Plans 3
010.406 Actuarial Aspects of Investment Practice . 3
010.415 Pension Mathematics 3
010.400 Advanced Actuarial Topics 3
010.424 Actuarial Modeling Methods II 3
010.434 Actuarial Modeling Methods III 3
013.239
or
013.249
013.246
018.245 MicroEconomic Theory I • 3
018.246 MicroEconomic Theory II 3
018.247 MacroEconomic Theory I 3
018.248 MacroEconomic Theory II 3
027.200 Introduction to Communications 3
027.215 Introduction to Management Science 3
027.340 Intermediate Management Science 3
027.422 Management Science Models 3
027.423 Simulation Models 3
074.101 Introductory Computer Science I 3
074.126 Introductory Computer Usage I 3
098.407 Management Research I 3
098.408 Management Research II 3
118.221 Fundamentals of Marketing 3

## SECTION I - PROGRAM DESCRIPTION

### 2.3 CATALOGUE DESCRIPTIONS

## CORE COURSES:

005.350 Intermediate Statistical Theory 1 (3) Basic probability theory, distribution theory, special distributions and functions of random variables. Not to be held with the former 005.331 or 005.341 . Prerequisite: 005.200 ; Corequisite: 013.239 or 013.249 .
005.360 Intermediate Statistical Theory II (3) Transformations, sampling distributions, convergence, and introduction to estimation and hypothesis testing. Not to be held with the former 005.331 or 005.341 . Prerequisite: 005.350; Corequisite: Whichever of 013.239 or 013.249 not yet taken.
010.202 Economic \& Financial Applications (3) A synthesis of macroeconomic issues, quantitative aspects of finance using interest theory, and insurance economics. Prerequisite: 010.212 (C+)
010.212 Interest Theory (3) The application of calculus and probability to discrete and continuous interest functions. Key topics are the measurement of interest, present and accumulated values, and annuities. May not be held with the former 010.232 or 010.332 . Prequisite: 136.170 or 136.169 . Corequisities: 013.234 or 013.239 , and 005.200.
010.221 Introduction to Risk Management (3) Mathematical tools for the quantitative assessment of risk and their application to problems encountered in risk management. Prerequisite: 136.170 or 136.169 . Corequisites: 013.234 or 013.249 , and 005.200 ; or consent of instructor.
010.313 Actuarial Models I (3) Elementary concepts respecting the quantification of the financial impact of contingent payments. May not be held with the former 010.347. Prerequisite: 010.212 (C+). Corequisite: 005.350.
010.323 Actuarial Models II (3) Intermediate and advanced concepts respecting the quantification of the financial impact of contingent payments. Not to be held with the former 010.348. Prerequisite: 010.313 (C+). Corequisite: 005.360.

## ELECTIVE COURSES

005.305 Introduction to Probability Theory and It's Applications Development of the basic concepts of probability theory and application in the areas of biostatistics, actuarial science, reliability theory, queuing theory. Not to be held with the former 005.225. Prerequisites: 005.200, and 013.239 and 013.249.
005.347 Statistical Methods for Research WorkersI (3) Linear Regression, multiple regression, correlation analysis, introduction to one way analysis of variance, some related topics. Not to be held with the former 005.312. Corequisite: 005.350 .
005.349 Time Series Analysis (3) Trend and seasonal components, exponential smoothing by the multiple regression method, the Box-Jenkins Methodology, analysis of seasonal data. Prerequisite: 005.312 or 005.347.
009.110 Introductory Financial Accounting (3) Examination of accounting postulates underlying the preparation and presentation of financial statements.
009.111 Introductory Managerial Accounting (3) Role of accounting in creation and application of business information used by decision makers in the management of enterprise. Prerequisite: 009.110. Corequisite: 018.120 .
009.220 Corporation Finance (3) An introduction to business financial policies regarding the allocation, acquisition and control of funds. Prerequisites: 009.110 and 018.120 . Corequisite: 005.100 or equivalent.
009.341 Investments (3) Study of financial assets and their pricing. An introduction to formal models and methods of portfolio analysis and construction. Students may not hold credit for both 009.341 and former 009.321 . Prerequisite: $009.220(\mathrm{C}+)$
009.427 Options and Futures (3) Derivative securities, Pricing, markets, strategies and implications. Prequisitie: 009.341.
010.333 Actuarial Models III (3) Frequency and Severity Models, Compound Distribution Models, Ruin Models. May not be held with the former 010.448 Topic Risk Theory. Pre or Co-requisites: 010.212 (C+) (or the former 010.332), and 010.313.
010.353 Actuarial Models IV (4) Survival Models, Stochastic Process Models, and Simulation Models. May not be held with the former 010.447. Prerequisite: 010.313. Corequisite: 010.323 .
010.400 Advanced Actuarial Topics (3) A selection of advanced topics of current actuarial interest. Prerequisite: 010.313 . Corequisite: 010.333 or consent of instructor
010.405 Life Insurance Products and Employee Benefit Plans, Design, risk assumption for, and analysis of individual and group insurance products. Exploration of pension, employee benefit and government programs in a Canadian setting. May not hold credit with the former 10.451 .
010.406 Actuarial Aspects of Investment Practice (3) An examination of stochastic interest rates, tools, and techniques for coping with general product issues in asset/liability management.
010.415 Actuarial Modeling Methods I (3) Estimation and Fitting of Survival Models. May not hold credit with the former 010.448 Topic Survival Models. Prerequisite: 010.353.
010.424 Actuarial Modeling Methods II (3) Estimation and Fitting of Frequency and Severity Models. Prerequisite: 010.333. May not be offered every year.
010.434 Actuarial Modeling Methods III (3) Classical, Bayesian and Buhlmann Credibility Models. The connection between Credibility Theory and Experience Rating. Underlying assumptions for the different methods. Simulation in Estimating and Fitting Actuarial Models. May not hold credit with the former 010.448 Topic Credibility Theory. Prerequisite 010.333. May not be offered every year.
010.415 Pension Mathematics Actuarial applications for defined benefit pension plans. Actuarial cost methods, funding levels, operation of pension plans from an actuarial perspective. Students may not hold credit with 010.755. Prerequisite: 010.313.
013.239 Calculus IIIA (3) Calculus of several variables. Not to be held with 013.234 . Prerequisites: 136.130 or 136.131 and one of $136.169,136.170,136.171$ or 136.173 .
013.249 Calculus IIIB (3) Introductory analysis, sequences and series. Not to be held with 013.234. Prerequisite: one of $136.169,136.170,136.171$ or 136.173 . Corequisite: 136.130 or 136.131 .
013.246 Linear Algebra II (3) A continuation of 136.130 (136.131 or the former 136.146). Finite dimensional vector spaces; linear transformation and matrices; eigenvalues and eigenvectors; diagonalization and applications; inner product spaces. Not to be held with 013.235 . Prerequisites: 136.130 or 136.131 or the former 136.146 , and one of $136.150,136.151,136.152,136.153$ or 136.169 .
018.245 Macroeconomic Theory and its Applications I (3) Theories of consumer demand, production, cost, factor demand and market structure, with attention to institutional and historical framework, and with policy applications. Students may not hold credit for more than one of 018.245 or 018.270 . Prerequisite: 018.120 or both of 018.121 and 018.122 or with written consent of department head.
018.246 Microeconomic Theory and its Applications II (3) Theories of factor markets and distribution, general equilibrium, welfare economics, social choice, and market failure as well as other special topics with attention to institutional and historical framework, and with policy applications. Students may not hold credit for more than one of 018.246, or 018.370. Prerequisite: 018.245 (or 018.270).
018.247 Macroeconomic Theory and its Applications I (3) A study of the fluctuations in national income, output, employment, money and prices, and of stabilization policy within the framework of standard macroeconomic models of a closed economy, with attention to institutional and historical framework. Students may not hold credit for more than one of 018.247 or 018.280 . Prerequisite: 018.120 or both 018.121 and 018.122 or written consent of department head.
018.248 Macroeconomic Theory and its Applications II (3) Theories of national income, employment, inflation, balance of payments, stabilization policy and economic growth within the framework of macroeconomic models of an open economy and with attention to institutional and historical framework. Students may not hold credit for more than one of 018.248 or 018.380. Prerequisite: 018.247 (or 018.280).
027.200 Introduction to Communications (3) An analysis of oral and written communication. Topics covered include methods of logic, organization, analysis, presentation and mechanics of written and oral communication. The course is designed to improve students' writing and public speaking skills. Prerequisite: University approved written English course. Students may not hold credit for both 027.200 and 098.201 .
027.215 Introduction to Management Sciences (3) An introduction to management science techniques and models. Topics to include linear programming, distribution problems, decision theory and queuing models. Students may not hold credit for both $\mathbf{0 2 7 . 2 1 5}$ and former 027.210. Prerequisites: 136.131 or 136.130 or equivalent and 136.152 or 136.150 or equivalent. Pre or corequisite: 005.100 and 074.100 .
027.340 Intermediate Management Science (3) Operations research models used in the analysis of management problems. Topics include network analysis, deterministic inventory models, dynamic programming and game theory. Students may not hold credit for more than one of 027.340 , former 010.320 and former 010.341 . Prerequisite: 027.215, or consent of instructor.
027.422 Management Science Models in Business and Industry (3) An applied course providing practical experience in modeling and solving business and industrial problems. Emphasis to be placed upon analysis, formulation, solution and implementation. Students may not hold credit for more than one of 027.422, former 010.422 and former 010.345. Corequisite: one of $027.340,027.420$ or 027.423 . Not taught every year.
027.423 Simulation Models in Management Science (3) Introduction to and use of simulation models and techniques to solve business and industrial problems. Students may not hold credit for both 027.423 and former 010.341 . Prerequisite: 027.215 or former 010.210 . Not taught every year.
074.101 Introductory Computer Science I(3) An introduction to computer programming using a procedural high level language. Not to be held with $074.112,074.123$, or the former $074.120,074.121,074.125$ or 074.211 .
074.126 Introductory Computer Usage 3L This course offers an introduction to modern computer services. Areas covered will include word processing, spreadsheets, data management systems and graphics. No prior computer knowledge is necessary.
098.407 Management Research I (3) Individually supervised preparation of a detailed research proposal for an advanced study in one of the areas of Management. Students are limited to a maximum of six hours of readings and research courses.
098.408 Management Research II (3) Individually supervised research and preparation of a paper in one of the areas of Management. Students are limited to a maximum of six hours of readings and research courses.
118.221 Fundementals of Marketing (3) An analysis of marketing problems, emphasizing various alternatives available for achieving economic efficiency in the distribution process; public policy with respect to marketing. Students may not hold credit for both 118.22I and the former 027.221.

## 3. EXPECTED LEARNING OUTCOMES

The actuarial programs offered under the umbrella of the Warren Centre are designed to prepare students for careers as professional actuaries. The actuarial profession in North America recognizes the Society of Actuaries as its accrediting, education and examination body, so completion of the Society's examinations signals full professional qualification. The Basic Diploma in Actuarial Studies program is intended to expose graduates with undergraduate degrees in non-actuarial fields, who have some grounding in mathematics and statistics to course work in actuarial and related topics which will permit an entry into the actuarial job market. Such a student would be positioned to successfully undertake Society of Actuaries Courses (Examinations) I-2. In short, from an actuarial Employer's standpoint, a student with a Diploma should, from an educational standpoint, look just as attractive as an graduate of one of approximately 175 US and Canadian schools that offer an actuarially related curriculum including Carleton \& UNB. From the students' standpoint, they would be just as prepared to successfully embark on an actuarial career as if they were graduates of such actuarially related programs.

## 4. FIT WITH THE UNIVERSITY'S INSTITUTIONAL MISSION AND PLANNING PRIORITIES

The proposed Diploma program helps to fill certain needs articulated in the University's mission and planning priorities:

- To continue and enhance the viability and reputation of our world-renowned 78 year old actuarial program, by making it possible to recruit possible future actuaries beyond those accessed through our regular undergraduate programs.
- To provide high-quality specialized post-graduate education to Manitobans, and enable their employment with local, national and intemational firms with a very high need for the expertise they offer.
- To develop professionals capable of designing financial protection and income security programs for individuals and organizations.
- To develop professionals capable of designing and monitoring the financial health of Corporate and Public Sector Pension, Benefits and Income Security programs.


## 5. RELATIONSHIP TO SIMILAR PROGRAMS IN THE PROVINCE

There are no similar programs in the province - The Warren Centre for Actuarial Studies and Research is our sole provincial source of actuarial education.

## APPENDIX B:

## THE FORMAL PROGRAM PROPOSAL

Institution Submitting the Formal Program Proposal: UNIVERSITY OF MANITOBA

Title of Proposed Program: ADVANCED DIPLOMA IN ACTUARLAL STUDIES

Faculty/Department in which the Proposed Program will be located: FACULTY OF MANAGEMENT

Name of Person(s) responsible for the Program: PROFESSOR A.M. BYRNE

Credential to be Offered: AS PER TITLE OF PROGRAM, ABOVE

Date of Program Implementation: JANUARY 1, 2000

## $\overline{\text { President's/Rector's Signature }}$

## Date

Date Received by Council on Post-Secondary Education:

## SECTION I - PROGRAM DESCRIPTION

### 1.1. BACKGROUND

The Advanced Diploma in Actuarial Studies program provides a formal course of actuarial and related studies for graduate students with limited prior actuarial backgrounds. The program specifically targets students whose interest in pursuing actuarial careers matures after completion of a non-actuarial undergraduate degree.

Program objectives are two-fold:

- To provide a diploma-oriented approach to prepare graduate students with a limited prior educational background for carcers as professional actuaries or researchers.
- Course work covers topics necessary to position students to successfully undertake the early examinations set by the Society of Actuaries (SOA). The Advanced Diploma program provides course work preparing students for Society of Actuaries Courses 1-4.

All courses offered are drawn from existing undergraduate courses offered through the Faculties of Management, Science ( Statistics, Mathematics, Computer Science), and Arts (Economics).

### 1.2 ADMISSIONS

Admission to this program is subject to approval by the Warren Centre. Students should have completed a non-actuarial undergraduate degree with a cumulative GPA of 3.00 or better in their most recent 60 credit hours. Included in their undergraduate course work will be the following courses or their equivalent:

- Calculus 013.239 or 013.249
- Linear Alegbra 136.131 or 136.130
- Statistics 5.200
- Economics 18.120, or 018.121 and 018.122


### 1.3 CONTINUATION AND GRADUATION

A Cumulative Grade Point Average of 2.50 is required (without any failures). Students must meet all individual course prerequisites for further study, and obtain Waren Centre approval for any revision to their programs.

### 1.4 PART-TIME VS FULL-TIME STATUS FOR STUDENTS

A student is considered to be equivalent to full-time status if at least $60 \%$ of the normal full-time course load is attempted in the academic term or session. (A normal full-time course load is usually 30 credit hours during the regular session). A student will be allowed to take a partial course load with permission from the Dean of the Faculty of Management and the payment of pro-rated fees.

## SECTION I PROGRAM DESCRIPTION

### 1.5 TRANSFERS OF CREDIT FROM OTHER PROGRAMS

Courses taken within the Undergraduate degree programs of the University of Manitoba can qualify for credit towards the Advanced Diploma in Actuarial Studies program in accordance with Subsection 2 - General Structure of the Program, following. Courses taken outside the University of Manitoba can qualify for credit if the course content and the student's performance are deemed appropriate by The Warren Centre

### 1.5 APPEALS

Appeals of academic assessment of students must be submitted to the Undergraduate Program office of the Faculty of Management within 21 days of the date of notification of the action sent to the student.

### 1.6 TTME LIMITS AND LAPSE OF CREDIT

The normal maximum time allowed for the completion of the Advanced Diploma in Actuarial Studies is six years from the date of first registration. Students who desire an exemption from this maximum must apply, in writing, to the Undergraduate Program Manager of the Faculty of Management.

### 1.8 DIPLOMA PROGRAM CONVERTIBILITY

A candidate enrolled under the Advanced Diploma, who withdraws from the program voluntarily after having completed the requirements for a Basic Diploma, but before completing the requirements for an Advanced Diploma, is entitled to be granted the Basic Diploma.

A candidate who is enrolled under and completes the requirements for a Basic Diploma may apply for enrolment under the Advanced Diploma and will be allowed to offset up to 30 credit hours against the 60 credit hour requirements for an Advanced Diploma. In this situation, courses completed while in the Basic Diploma course which would have been Core courses had the student been enrolled in the Advanced Diploma course will count towards satisfaction of the 33 credit hour Core course requirement under the Advanced Diploma.

## SECTION I-PROGRAM DESCRIPTION

## 2. GENERAL STRUCTURE OF THE PROGRAM

Following admission to this program in the Faculty of Management, students will be required to complete an additional 60 credit hours to earn the Advanced Diploma in Actuarial Studies. Normally that work will take two years to complete.

The 60 credit hours required in the two year program can be divided into the following components: The Core and Elective courses. These components and their associate limits are defined below:

### 2.1 THE CORE

The Core comprises 33 credit hours of the 60 required. It consists of specified mandatory courses from the Faculty of Management as well as courses taught by the Statistics Department. All students are required to complete the Core since it comprises the essential coursework to prepare students to undertake the early examinations of the Society of Actuaries.

Students who have already completed Core courses prior to entry into this program may take credit for these to satisfy the Core requirements of 33 credit hours subject to completion of a minimum 45 credit hour program. No credit hours will be transferred in for Elective courses previously taken. The maximum transfer credit for Core courses previously taken will be 33 credit hours, but the student must substitute Elective courses for such previously taken Core courses in excess of 18 credit hours, in order to maintain a minimum 45 credit hour program.

An elective is any three or six hour course chosen by the student from the approved Elective list. Students must take at least 27 hours of electives.

## CORE REQURREMENTS

005.350 Statistical Theory I 3
$005.360 \quad$ Statistical Theory II 3
$010.202 \quad$ Economic and Financial Applications 3
010.212 Interest Theory 3
010.221 Introduction to Risk Management 3
010.313 Actuarial Models I 3
010.323 Actuarial Models II 3
$010.333 \quad$ Actuarial Models III 3
$010.353 \quad$ Actuarial Models IV 3
$010.414 \quad$ Actuarial Modeling Methods I 3
$010.424 \quad$ Actuarial Modeling Methods II 3
or
010.434

Actuarial Modeling Methods III 3
Total Core Credit Hours Required 33
Electives (see Note 1) 27
TOTAL CREDIT HOURS REQUIRED 60

## NOTES:

1. In addition to 33 credit hours of Core courses, students must take at least 27 credit hours of Electives.

## SECTION I - PROGRAM DESCRIPTION

### 2.2 ELECTIVES - ADVANCED DIPLOMA

## Requirements for electives:

At least 27 credit hours selected from courses offered in the B.Comm (Hons) program or in the degree programs of other faculties and schools. The following are the electives approved by The Warren Centre:
005.305 Intro to Probability Theory \& its Applications 3
005.347 Statistics for Research I 3
005.349 Time Series 3
009.110 Introductory Financial Accounting 3
009.111 Introductory Managerial Accounting 3
009.220 Coporation Finance 3
009.341 Investments 3
009.427 Options and Futures 3
010.405 Life Insurance Products and Employee Benefit Plans 3
$010.406 \quad$ Actuarial Aspects of Investment Practice $\quad \therefore 3$
010.415 Pension Mathematics - 3
010.400 Advanced Actuarial Topics 3
010.424 Actuarial Modeling Methods II * 3
010.434 Actuarial Modeling Methods III * 3
013.239 Calculus III A)
or
013.249
013.246
018.245

MicroEconomic Theory I
018.246 MicroEconomic Theory II 3
018.247 MacroEconomic Theory I 3
018.248 MacroEconomic Theory II 3
027.200 Introduction to Communications 3
027.215 Introduction to Management Science . 3
027.340 Intermediate Management Science 3
027.422 Management Science Models 3
027.423 Simulation Models 3.
074.101 Introductory Computer Science I 3
074.126 Introductory Computer Usage I .. 3
098.407 Management Research I 3
098.408 Management Research II 3
$118.221 \quad$ Fundarnentals of Marketing 3
*Whichever one of 010.424 or 010.434 has not been selected as a core requirement.

### 2.3 CATALOGUE DESCRIPTIONS

## CORE COURSES:

005.350 Intermediate Statistical Theory I (3) Basic probability theory, distribution theory, special distributions and functions of random variables. Not to be held with the former 005.331 or 005.341 . Prerequisite: 005.200 ; Corequisite: 013.239 or 013.249 .
005.360 Intermediate Statistical Theory II (3) Transformations, sampling distributions, convergence, and introduction to estimation and hypothesis testing. Not to be held with the former 005.331 or 005.341 . Prerequisite: 005.350 ; Corequisite: Whichever of 013.239 or 013.249 not yet taken.
010.202 Economic \& Financial Applications (3) A synthesis of macroeconomic issues, quantitative aspects of finance using interest theory, and insurance economics. Prerequisite: 010.212 (C+)
010.212 Interest Theory (3) The application of calculus and probability to discrete and continuous interest functions. Key topics are the measurement of interest, present and accumulated values, and annuities. May not be held with the former 010.232 or 010.332 . Prequisite: 136.170 or 136.169 . Corequisities: 013.234 or 013.239 , and 005.200 .
010.221 Introduction to Risk Management (3) Mathematical tools for the quantitative assessment of risk and their application to problems encountered in risk management. Prerequisite: 136.170 or 136.169. Corequisites: 013.234 or 013.249 , and 005.200 ; or consent of instructor.
010.313 Actuarial Models I (3) Elementary concepts respecting the quantification of the financial impact of contingent payments. May not be held with the former 010.347. Prerequisite: 010.212 (C+). Corequisite: 005.350 .
010.323 Actuarial Models II (3) Intermediate and advanced concepts respecting the quantification of the financial impact of contingent payments. Not to be held with the former 010.348 . Prerequisite: $010.313(\mathrm{C}+)$. Corequisite: 005.360 .
010.333 Actuarial Models 1 (3) Frequency and Severity Models, Compound Distribution Models, Ruin Models. May not be held with the former 010.448 Topic Risk Theory. Pre or Co-requisites: 010.212 ( $\mathrm{C}+$ ) (or the former 010.332), and 010.313.

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010.353. Actuarial Models IV (4) Survival Models, Stochastic Process Models, and Simulation Models. May not be held with the former 010.447. Prerequisite: 010.313. Corequisite: 010.323.
010.414 Actuarial Modeling Methods I (3) Estimation and Fitting of Survival Models. May not hold credit with the former 010.448 Topic Survival Models. Prerequisite: 010.353.
010.424 Actuarial Modeling Methods II (3) Estimation and Fitting of Frequency and Severity Models. Prerequisite: 010.333. May not be offered every year.
010.434 Actuarial Modeling Methods III (3) Classical, Bayesian and Buhlmann Credibility Models. The connection between Credibility Theory and Experience Rating. Underlying assumptions for the different methods. Simulation in Estimating and Fitting Actuarial Models. May not hold credit with the former 010.448 Topic Credibility Theory.
Prerequisite 010.333. May not be offered every year.

## ELECTIVE COURSES

005.305 Introduction to Probability Theory and It's Applications Development of the basic concepts of probability theory and application in the areas of biostatistics, actuarial science, reliability theory, queuing theory. Not to be held with the former 005.225. Prerequisites: 005.200, and 013.239 and 013.249.
005.347 Statistical Methods for Research WorkersI (3) Linear Regression, multiple regression, correlation analysis, introduction to one way analysis of variance, some related topics. Not to be held with the former 005.312. Corequisite: 005.350 .

005,349 Time Series Analysis (3) Trend and seasonal components, exponential smoothing by the multiple regression method, the Box-Jenkins Methodology, analysis of seasonal data. Prerequisite: 005.312 or 005.347.
009.110 Introductory Financial Accountine (3) Examination of accounting postulates underlying the preparation and presentation of financial statements.
009.111 Introductory Managerial Accounting (3) Role of accounting in creation and application of business information used by decision makers in the management of enterprise. Prerequisite: 009.110. Corequisite: 018.120 .
009.220 Corporation Finance (3) An introduction to business financial policies regarding the allocation, acquisition and control of funds. Prerequisites: 009.110 and 018.120 . Corequisite: 005.100 or equivalent.
009.341 Investments (3) Study of financial assets and their pricing. An introduction to formal models and methods of portfolio analysis and construction. Students may not hold credit for both 009.341 and former 009.321. Prerequisite: $009.220(\mathrm{C}+)$
009.427 Options and Futures (3) Derivative securities, Pricing, markets, strategies and implications. Prequisitie: 009.341.
010.405 Life Insurance Products and Employee Benefit Plans Design, risk assumption for, and analysis of individual and group insurance products. Exploration of pension, employee benefit and govemment programs in a Canadian setting. May not hold credit with the former 10.451 .
010.406 Actuarial Aspects of Investment Practice (3) An examination of stochastic interest rates, tools, and techniques for coping with general product issues in asset/liability management.
010.415 Pension Mathematics Actuarial applications for defined benefit pension plans. Actuarial cost methods, funding levels, operation of pension plans from an actuarial perspective. Students may not hold credit with 010.755 . Prerequisite: 010.313.
010.400 Advanced Actuarial Topics (3) A selection of advanced topics of current actuarial interest. Prerequisite: 010.313. Corequisite: 010.333 or consent of instructor.
013.239 Calculus IIIA (3) Calculus of several variables. Not to be held with 013.234. Prerequisites: $\mathbf{1 3 6 . 1 3 0}$ or 136.131 and one of $136.169,136.170,136.171$ or 136.173.
013.249 Calculus ППВ (3) Introductory analysis, sequences and series. Not to be held with 013.234. Prerequisite: one of $136.169,136.170,136.171$ or 136.173 . Corequisite: 136.130 or 136.131 .
013.246 Linear Alpebra II (3) A continuation of 136.130 (136.131 or the former 136.146). Finite dimensional vector space;; linear transformation and matrices; eigenvalues and eigenvectors; diagonalization and applications; inner product spaces. Not to be held with 013.235 . Prerequisites: 136.130 or 136.131 or the former 136.146 , and one of $136.150,136.151$, $136.152,136.153$ or 136.169 .
018.245 Macrocconomic Theory and its Applications 1 (3) Theories of consumer demand, production, cost, factor demand and market structure, with attention to institutional and historical framework, and with policy applications. Students may not hold credit for more than one of 018.245 or 018.270 . Prerequisite: 018.120 or both of 018.121 and 018.122 or with written consent of department head.
018.246 Microeconomic Theory and its Applications II (3) Theories of factor markets and distribution, general equilibrium, welfare economics, social choice, and market failure as well as other special topics with attention to institutional and historical framework, and with policy applications. Students may not hold credit for more than one of 018.246 , or 018.370. Prerequisite: 018.245 (or 018.270 ).
018.247 Macroeconomic Theory and its Applications I (3) A study of the fluctuations in national income, output, employment, money and prices, and of stabilization policy within the framework of standard macroeconomic models of a closed economy, with attention to institutional and historical framework. Students may not hold credit for more than one of 018.247 or 018.280 . Prerequisite: 018.120 or both 018.121 and 018.122 or written consent of department head.
018.248 Macroeconomic Theory and its Applications II (3) Theories of national income, employment, inflation, balance of payments, stabilization policy and economic growth within the framework of macroeconomic models of an open economy and with attention to institutional and historical framework. Students may not hold credit for more than one of 018.248 or 018.380. Prerequisite: 018.247 (or 018.280).
027.200 Introduction to Communications (3) An analysis of oral and written communication. Topics covered include methods of logic, organization, analysis, presentation and mechanics of written and oral communication. The course is designed to improve students' writing and public speaking skills. Prerequisite: University approved written English course. Students may not hold credit for both 027.200 and 098.201.
027.215 Introduction to Management Sciences (3) An introduction to management science techniques and models. Topics to include linear programming, distribution problems, decision theory and queuing models. Students may not hold credit for both $\mathbf{0 2 7 . 2 1 5}$ and former $\mathbf{0 2 7 . 2 1 0}$. Prerequisites: 136.131 or $\mathbf{1 3 6 . 1 3 0}$ or equivalent and 136.152 or 136.150 or equivalent. Pre or corequisite: 005.100 and 074.100 .
027.340 Intermediate Management Science (3) Operations research models used in the analysis of management problems. Topics include network analysis, deterministic inventory models, dynamic programming and game theory. Students may not hold credit for more than one of 027.340 , former 010.320 and former 010.341 . Prerequisite: 027.215 , or consent of instructor.
027.422 Management Science Models in Business and Industry (3) An applied course providing practical experience in modeling and solving business and industrial problems. Emphasis to be placed upon analysis, formulation, solution and implementation. Students may not hold credit for more than one of 027.422, former 010.422 and former 010.345 . Corequisite: one of $\mathbf{0 2 7 . 3 4 0 , 0 2 7 . 4 2 0}$ or 027.423. Not taught every year.
027.423 Simulation Models in Management Science (3) Introduction to and use of simulation models and techniques to solve business and industrial problems. Students may not hold credit for both 027.423 and former 010.341. Prerequisite: 027.215 or former 010.210 . Not taught every year.
074.101 Introductory Computer Science I (3) An introduction to computer programming using a procedural high level language. Not to be held with 074.112, 074.123, or the former 074.120, 074.121, 074.125 or 074.211.
074.126 Introductory Computer Usape 3L This course offers an introduction to modem computer services. Areas covered will include word processing, spreadsheets, data management systems and graphics. No prior computer knowledge is necessary.
098.407 Manapement Research I (3) Individually supervised preparation of a detailed research proposal for an advanced study in one of the areas of Management. Students are limited to a maximum of six hours of readings and research courses.
098.408 Manapement Research II (3) Individually supervised research and preparation of a paper in one of the areas of Management. Students are limited to a maximum of six hours of readings and research courses.
118.221 Fundementals of Marketing (3) An analysis of marketing problems, emphasizing various altematives available for achieving economic efficiency in the distribution process; public policy with respect to marketing. Students may not hold credit for both 118.221 and the former 027.221.

## SECTION I-PROGRAM DESCRIPTION

## 3. EXPECTED LEARNING OUTCOMES

The actuarial programs offered under the umbrella of the Warren Centre are designed to prepare students for careers as professional actuaries. The actuarial profession in North America recognizes the Society of Actuaries as its accrediting, education and examination body, so completion of the Society's examinations signals full professional qualification. The Advanced Diploma in Actuarial Studies program is intended to expose graduates with undergraduate degrees in non-actuarial fields, who have some grounding in mathematics and statistics to course work in actuarial and related topics approximating that provided to students with honours undergraduate degrees in actuarial studies. Such a student would be positioned to successfully undertake Society of Actuaries Courses (Examinations) 1-4. In short, from an actuarial Employer's standpoint, a student with a Diploma should, from an educational standpoint, look just as attractive as an graduate of one of our honours actuarial programs. From the students' standpoint, they would be just as prepared to successfully embark on an actuarial career as if they were graduates of an honours actuarial program.

## 4. FTT WITH THE UNIVERSITY'S INSTITUTIONAL MISSION AND PLANNING PRIORITIES

The proposed Diploma program helps to fill certain needs articulated in the University's mission and planning priorities:

- To continue and enhance the viability and reputation of our world-renowned 78 year old actuarial program, by making it possible to recruit possible future actuaries beyond those accessed through our regular undergraduate programs.
- To provide high-quality specialized post-graduate education to Manitobans, and enable their employment with local, national and international firms with a very high need for the expertise they offer.
- To develop professionals capable of designing financial protection and income security programs for individuals and organizations.
- To develop professionals capable of designing and monitoring the financial health of Corporate and Public Sector Pension, Benefits and Income Security programs.


## 5. RELATIONSHIP TO SIMILAR PROGRAMS IN THE PROVINCE

There are no similar programs in the province - The Warren Centre for Actuarial Studies and Research is our sole provincial source of actuarial education.

Report of the Senate Committee on Curriculum and Course Changes on Proposals from the Facuity of Management for a Basic Diploma in Actuarial Studies and an Advanced Diploma in Actuarial Studies

## Preamble

The Senate Committee on Curriculum and Course Changes met on 21 January 2000 to consider these proposals.

## Observations

1. The two diploma programs have been developed to provide a formal course of actuarial and related studies for individuals who have completed a non-actuarial undergraduate degree.

The demand for high quality actuarial graduates is very high - insurers, consulting actuarial firms, government bodies and other financial service sector employers have a significant need for people with actuarial training.
2. All courses offered in the programs are drawn from existing undergraduate courses in the Faculties of Management, Science and Arts.
3. Letters of Intent were submitted to the Council on Post-Secondary Education, and COPSE approved the development of formal program proposals. Management Faculty Council has approved both diploma proposals.
4. The Committee on Curriculum and Course Changes was informed that the two diploma programs will replace the Master of Actuarial Science program.

## Recommendation

The Senate Committee on Curriculum and Course Changes recommends that Senate approve and forward to the Board of Governors the formal program proposals from the Faculty of Management for a Basic Diploma in Actuarial Studies and an Advanced Diploma in Actuarial Studies.

Respectfully submitted,

Dean B. L. Dronzek, Chair
Senate Committee on Curriculum and Course Changes
Terms of Reference: Senate Handbook (Revised 1992), pp. 70-71.
/sgp

## Report of the Senate Planning and Priorities Committee (SPPC) on the Proposed Introduction of a Basic Diploma and an Advanced Diploma in Actuarial Science

## Preamble

The SPPC has the responsibility to report to Senate on new program proposals. The Faculty of Management is proposing to Senate the creation of two new post graduate diploma courses: a one-year Basic Diploma in Actuarial Science and a two-year Advanced Diploma in Actuarial Science.

## Observations

1. The diploma programs are designed to provide a formal course of actuarial and related studies for graduate students with limited prior actuarial backgrounds. The programs specifically target students whose interest in pursuing actuarial science matures after completion of a non-actuarial undergraduate degree. The programs are designed to prepare students to undertake the examinations and course work of the Society of Actuaries.
2. The proposed diploma programs have been endorsed by potential employers of its graduates, by the Society of Actuaries, and by the Department of Statistics and Actuarial Science, University of Waterioo, which offers competing academic diploma programs in the same niche.
3. The diploma programs will replace the Master's program in Actuarial Mathematics which is being discontinued. The discontinuance of the Master's program is, in part, related to the accreditation process by the American Assembly of Colleges and Schools of Business.
4. The curricula of the diploma programs will be based on existing undergraduate courses.
5. It is expected that early enrolment in the programs will be about ten students; however, the asymptotic enrolment is anticipated to be between fifteen and twenty five stuaents.
6. With the discontinuation of the Master's program, no new financial resources will be required to offer the proposed diploma programs.

## Recommendation

The Senate Planning and Priorities Committee endorses the proposed Basic Diploma and the Advanced Diploma in Actuarial Science after the discontinuance of the Master's Program in Actuarial Mathematics has been approved.

Respectfully submitted

Norm Halden, Chair
Senate Planning and Priorities Committee
Terms of Reference: Senate Handbook (Rev. 1993), pp. 10.21-22

University of Manitoba

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| :---: | ---: |
| FACULTY OF GRADUATE STUDIES |  |
| Professor Fernando de Tors, PhD. |  |
| Dean |  |
|  | 500 University Centre <br> Winnipeg, Manitoba <br> CANADA, RUT 2N2 |
| Phone: (204) 474-9887 |  |
| Fax: (204) 474-7553 |  |

## MEMORANDUM

Date: November 16, 1999
To: $\quad$ Ms. Gev Sawicki, Senate Secretariat, 313 Admin.
From:
Dr. F. de Tors, Dean, Faculty of Graduate Studies
Subject: Items for SPPC/Senate approval

At our last meeting of the Faculty Council of Graduate Studies (Friday, November 12, 1999), the attached New Program Proposals were approved and will now need SPPC/Senate approval. The two proposals are:
-4 .-The graduate-Diplema-in-Population-Hoalth (Dip.-Pop. Health) -
c:
2. The Master of Mathematical, Computational and Statistical Sciences

As well, our Faculty Council approved the attached New Course Proposals and Course Changes, which will also need Senate approval.
$=$
Thank you.
J.

Note from the University Secretary:
The entire proposal, including the reports of the external reviewers, is available for inspection
Received
NOV 2.31999
University Secretariat in the office of the University Secretariat.
Comments of the Executive Committer:
The Executive Committee endorses the proposal to Senate.

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FACULTY OF SCIENCE
Ofitice of the Dean

239 Machray Hall Winnipeg. Manitoba Canada R3T 2N2

Tel: (204) 474-9348
Fax: (204) 474-7618

## MMCSS Proposal

## Executive Summary

Rationale: The Proposed Master of Mathematical, Computational and Statistical Sciences degree is aimed at employees of industry and business, offering them the opportunity to meet specific company needs. The program is interdisciplinary both in concept and structure, and furthers the mission of the University of Manitoba in its intent to enhance its contacts and partnerships with outside agencies.

With the increasing sophistication of business methods and industrial development, this program should provide a very timely and important opportunity for many employees to avail themselves of information and develop skills that will make both them and their companies more successful and competitive.

Eight Manitoba companies (see page 4 of the document) have expressed enthusiasm for this program and are ready to support it in a number of ways. Since there is no comparable program in Canada, it is expected that interest will spread across the country once the program is underway. The Faculties of Engineering and Management have provided supporting letters (attached).

Scope and Resource Implications: A practicum is a major component of this program. This is intended to be an important contribution to a project at the student's place of employment, and will be supervised and evaluated both by a company advisor and a university advisor. The course work will be scheduled in such a way as to be convenient both to the student and the company. Student enrolment is expected to begin with five students and grow to fifteen students within five years. These relatively low enrolments will have virtually no impact on material resources. Students will be incorporated as much as possible into existing courses and scheduling. In those instances where special courses are mounted, or where courses are oftered outside regularly scheduled times, the differential fee (\$10,500 in 1999-2000 figures) is intended to cover the associated costs.

Accreditation: This program will not apply for accreditation.


THE UNIVERSITY OF MANITOBA

239 Machray Hall Winnipeg, Manitoba Canada R3T 2N2

Tel: (204) 474-9348
Fax: (204) 474-7618
November 24, 1999

TO: Dr. Norman Halden, Chair, Senate, Planning and Priorities Committee
FROM: Dr. Lynn Batten, Associate Detn, Academic and Industrial Research
RE: MMCSS Proposal


In some of the discussions between myself, Dr. Tony Secco and the Executive of the Faculty of Graduate Studies, it became evident that the role of the Industry Advisor in the program could be made clearer by the addition of a few lines at strategic points in the document.

In consequence, I have noted below what I believe would be helpful additions to the document already approved by the Faculty Council of Graduate Studies on November 12, along with an indication of the thrust of the prior discussion. If your committee would like these, or any other additions or changes made, I will be happy to make them.

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1. As the principal project supervisor, the Industry Advisor is most closely linked with the practicum work done by the student, and it is therefore most appropriate that this individual be a member of the Examining Committee. The suggestion is to add the following paragraph, therefore, to the top of pages 6 and 10 :

As the Industry Advisor, in almost all cases, will not be a member of the University of Manitoba community, at the time of application of each student to the program, a request from the Program Coordinator that the prospective Industry Advisor be apppointed to the Examining Committee will be made to the Dean of Graduate Studies. (This is per existing guidelines.)
2. The primary role of the Industry Advisor is to supervise the in-house company practicum work and to report on the the student's performance on this work. The scope of the work to be accomplished in the practicum should be determined, in advance of the project start, jointly by the Academic and the Industry Advisors, and agreed to by the student and the Regulating Committee. It is therefore proposed that the following be added to the top of page 6 :

The scope of the work to be accomplished in the practicum will be determined, in advance of the project start, jointly by the Academic and the Industry Advisors, and agreed to by the student and the Regulating Committee.
3. As the Industry Advisor is in many respects the equivalent of an External Examiner on a PhD committee, it is useful to use the existing, well-established guidelines developed for

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the PhD program. Thus, all members of the Examining Committee should submit an evaluation of the practicum report in advance of the defence; the internal examiners determine if and when the oral examination will take place; if the internal examiners judge an unfavourable report of the Industry Advisor to be unwarranted, they may recommend that the Dean of Graduate Studies submit the report to a second external examiner. The following sentence could therefore be added to page 10 , in 1.8.3.2, mentioning 1.10 .5 and 1.10.6:

The role of the Industry Advisor on the Examining Committee will be considered to be similar to that of an External Examiner for a PhD student.

## LMB/lmb

cc: Dr. A. Secco
Associate Dean, Graduate Studies.

# Proposal for the Master of Mathematical Computational and Statistical Sciences (MMCSS) 

## Faculty of Science

University of Manitoba

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## 1. Rationale for the Program

Cooperation between universities and industry is becoming more and more important and is now being encouraged in many fields, not only in traditional branches like Engineering.

The proposed program is designed to develop contacts between the University of Nanitoba and the industrial and business sectors of the Province of Manitoba. It is aimed at employees of the industrial and business sector, offering them the opportunity to "retool" in order to meet specific needs. It will enhance the employees' expertise in certain areas, enabling them to be more productive for their current employer, and to move into new positions within the organization. These opportunities are expected to result in industrial consultations with faculty, as well as grants and contracts. For the University it could translate into future research projects, summer jobs for students, and a financial contribution to the program by the employing organization.

Once the program has final approval, a Co-ordinator will be appointed from one of the Departments of Computer Science, Mathematics! and Statistics. This individual will have general responsibility for all aspects of the program, and will be a member of the committees responsible for the academic and administrative business related to the program.

The aim of the proposed program fits precisely within the mandate of the University of Manitoba. It intends to reach into the public and private sectors of our community and provide their personnel with the training and the expertise they need to perform more effectively. A company sponsoring a student in this program will be expected to provide a project supervisor for the student and contribute towards the fees. In some cases, company time may be provided for the student to attend classes.

Future options in the program might include topics such as mathematics of finance, mathematical modeling for industry, etc., which could be offered for credit as summer courses in several provinces. There is already a Westem Dean's agreement to facilitate such options as distance education,

There have been intense consultations on the program with the major industries in Manitoba. Several University of Manitoba students who simultaneously hold positions in companies have indicated that they will transfer into this new program as soon as it becomes available. There are no initial costs (library, equipment, etc.) since the program uses existing courses and facilities.

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## 2. Educational Objectives

This interdisciplinary program combines the resources of three Departments at the University of Manitoba, namely: Computer Science, Mathematics, and Statistics. It aims to deliver an intensive yet broad course of study to its clientele. Students are normally expected to have completed a four year Bachelor's degree in Engineering, Management, Science or other related areas for entrance. In exceptional cases, industrial experience together with some university work may be considered equivalent to the completion of a four year degree.

Normally the program will comprise 18 credit hours of course work selected from all three of the participating departments, and a practicum. Certain courses in the Faculties of Engineering and Management may also be allowed. A required core course for all students is the graduate level Industrial Modelling course, team taught by all three Departments. This course describes the components needed to build a suitable, reliable model of a realworld industrial problem. Short workshops may be provided, as necessary, to bring entering students up to a uniform and basic level of background. The practicum will be a major component of the program, involving working on a 'real-world project', usually at the student's place of employment. The practicum could involve the mathematical modeling and development of a prototype system, or mathematical analysis of a problem in depth, etc. ${ }^{-}$

The student will work closely with a supervisor at the student's workplace (the Industry Advisor) and with a supervisor at the university (the Academic Advisor).

At the end of the program, the student will have an in-depth grasp of material relevant to her or his job, will have completed a practicum comprising an important company project, and will have the tools to handle efficiently and effectively new projects in related areas.

Below is a diagram indicating the flow-through time for the program. In some cases, depending on company needs, the practicum may have to begin, and possibly end, earlier.

| 4 months | 4 months | 4 months | 6 months |
| :--- | :--- | :--- | :--- |
| 6 credit hours | 6 credit hours | 6 credit hours | practicum |
| of course work | of course work | of course work |  |

3. Need and Demand for the Program

Because of the very rapid pace of technological change, many companies are finding it increasingly difficult to maintain the skills and knowledge of their employees at a competitive edge. This program is intended to provide companies with opportunities to reeducate their personnel, at minimal cost, while those individuals remain on the job.

Through the selection of a company-oriented project for the practicum, the company may save money and time, while enhancing both the depth and breadth of the knowledge of its personnel. A company's participation in this program will also contribute to its ability to recruit and retain the most productive employees, improving the organization's ability to compete both locally and nationally.

The Faculties of Science and Graduate Studies have expressed enthusiasm for this program (see appended letters from departments in Science). Moreover, executives from eight local companies (Manitoba Hydro, HVDC, Manitoba Telecom Services, AECL, Great-West Life, TR Labs, Bristol Aerospace, Integrated Software Engineering) were invited to the campus for a presentation of this proposed new program, after which followup visits were made to six of these companies. The overall reaction was extremely positive, and the departments involved were encouraged to initiate this program as soon as possible. Finally, an application made to the University Program Development Fund for $\$ 10,000$ of start-up money was successful.

At this time there are three students registered at the University who intend to enroll in the MMCSS degree program as soon as it is approved. As a temporary measure they have enrolled in the Master's degree programs of individual departments in Science, and if the MMCSS is not approved by the time they apply to graduate, they will receive their M.Sc. degree from the department.

The Faculty of Science considers this program to be a novel concept, since there is no similar program offered within the province. It fits well with its priorities of establishing further interaction with the industrial and business community. Since several departments are involved, it will also enhance co-operative efforts within the Faculty.

Letters of support from the Faculty of Engineering, Advisory Commitree of ILMS and industry representatives have been attached.

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4. Benefits
i) To Students

Students from the industrial sector can work for an advanced degree which increases their chances of promotion within the company. Working for the MMCSS degree in the University setting will help company employees improve their analytical abilities and acquire new knowledge. They will be brought up to date with the most recent developments in the field, thus enhancing the possibilities of technology transfer to the sponsoring company.

Students in other mathematical, statistical and computational science programs will benefit from an enriched graduate environment and a broader selection of course options. They will be exposed to industrial problems and may even make contacts with participating companies, resulting in job opportunities upon graduation.

## ii) To the University

The program will help the faculty members involved to develop new perspectives on their own topics of interest in the context of applications. Working on practicum topics and tailoring courses to suit the proposed program will be challenging and rewarding. The dialogue between individual faculty members and industry will likely generate new research areas, grants and contracts.

The University will benefit as the program is conducive to closer relations with industry. The future development of research projects, and potential financial contributions of participating companies will be an asset to the University. The public relations aspect of these collaborations will be useful in enhancing the reputation of the University.

## iii) To Participating Organizations

Organizations will gain as their employees expand their knowledge and improve their analytical and practical mathematical skills at minimal cost to them. A participating company will have access to University facilities and faculty expertise for the research and development of its products. A company-oriented project will benefit the company, while at the same time developing sophistication in the knowledge level of its employees.
5. Program Organization.
i) Structure of the Program

A faculty member from one of the three participating departments will be Coordinator of the MMICSS program. In a preliminary interview, the Co-ordinator and the prospective student will determine the needs of the student and the names of possible university advisors. Subsequently, the prospective student, in collaboration with the Industry Advisor, will discuss their goals with said possible university advisors to determine the best match. Once the two advisors are known, they will propose a program of study to the Regulating Committee whose role is defined in (ii) below.

In view of the type of student that this new master's degree is designed to serve, it is envisaged that not only should the program itself be flexible, but also that the scheduling of courses be flexible. The student will be allowed to enrol in any reasonable combination of courses, and the Advisors will assist the student in selecting such a combination.

Approximately 50 existing courses suitable for inclusion in the program have been earmarked. Depending on the demand and the work schedules of the clients, some courses may be offered outside of the normal academic workday, including during evenings and/or weekends. It is anticipated that the majority of students will complete in eighteen months. In most cases, the student is expected to have support from the employer in terms of time release and continued salary, as well as substantial financial support for program fees.

## ii) Roles of the Regulating and Steering Committees

## Regulating Committee ( RC ):

1. The RC members act as liaison between the Departments and the MMS on matters pertaining to NMCSS.
2. The RC will act as a committee for each student enrolled in the program to guide the sudent throughout the duration of the program. This includes monitoring the student's progress, selection and approval of courses, selection of Academic and Industry Advisors for the practicum and selecting an examining committee for the practicum. The Committee will also assess academic credentials and make recommendations regarding the admission of each student, and may suggest ways and means that may be necessary to update the background and preparation of the candidate. The role of the Advisors is to develop the details of the program for the individual students, outlining a time table.
3. The Commitree will report to the Steering Committee (see below) through its Chair.

Membership consists of one representative from each of the three Departments with the Coordinator as an Ex Officio member. The Chair of the Committee will be selected by its membership.

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## Steering Committee (SC):

1. The SC will develop the proposal for the formal acceptance of the MMCSS Program by the University and any future changes to the program after it is formally accepted.
2. The SC will develop policy for and establish the budget of the MMCSS Program.
3. The SC will monitor the progress of the proposal through the system.
4. The SC will develop plans to attract students into the program.
5. The SC may assign to the RC the tasks of developing projects/proposals and of processing changes to the program.

Membership consists of the Heads of the three Departments, the Associate Dean of Science (Research) and the Co-ordinator (Chair) who will serve in a non-voting capacity. In addition, the Chair of the RC will be a non-voting member. The membership may be enlarged to include heads of departments in Engineering or other areas.

## iii) Admission, Procedures, Regulations

The MMCSS regulations are intended to follow as closely as possible the Graduate Studies regulations, as described in the ACADEMIC GUIDE to the Faculty of Graduate Studies, March 1995, for a Master's degree with course work and a practicum. The degree program will satisfy the individual regulations (numbered as in the Academic Guide to the Faculty of Graduate Studies) as follows:

### 1.7.1 Admission:

All applicants will be reviewed on an individual basis. The Regulating Committee will evaluate the application, and send it with a recommendation to the Faculty of Graduate Sudies. The minimum requirements of Graduate Studies will be applied, that is, a minimum grade point average (GPA) of 3.0 in the last two full years of undergraduate course work in an Honours degree.

In exceptional cases, students will be recommended for admission who do not meet this requirement, that is, in cases where industrial experience is deemed to be the equivalent of an Honours degree with a GPA of 3.0 in the last two years. :

### 1.7.2 Student's Advisors:

Each student will have an Academic Advisor from the University of Manitoba, approved by the Regulating Committee, who is a member of the Faculty of Graduate Studies. This Academic Advisor is responsible for advising the student on a program of study and supervising the practicum work. The student's program of study, and any change to it, must be approved by the Regulating Committee. In addition, there will be an Industry Advisor at the student's workplace who will guide the student in his or her practicum work.

If necessary, until the Academic Advisor is appointed, an interim advisor will be
appointed by the Regulating Committee, most likely a member of the Regulating Committee, who will help the student understand and adapt to the university system. The interim advisor will advise and, if necessary, actively assist the student in formulating a program of study, choice of courses, enrolling in courses, negotiating with individual deparments or professors, finding the full-time uriversity advisor before the practicum is started, and ocher matters as needed. All advisors will be appointed during the first year of the program. In cases where the academic advisor is on leave at a company, that individual could serve both as the academic and the industry advisor.

### 1.7.3 Minimum Program Requirements:

Students will normally be required to take 18 credit hours of coursework with at least 9 credit hours at the 700 level or above. Graduate level courses must be chosen from at least two of the three Departments. Selected courses from the Faculties of Engineering and Management may also be approved by the Regulating Committee. All courses must be at the 300 level or above. The program must be approved by the Regulating Committee prior to the student starting any courses.

### 1.7.4 Language Reading Requirements:

There is no second language requirement.

### 1.7.5 \& 1.7.6 Advance Credit and Transfer Credit:

In order to obtain advance or transfer credit the student will have to obtain approval from the Regulating Committee and the Faculty of Graduate Studies before entering the program of study. Awarding of advance or transfer credit will not affect the program fee.

### 1.7.7 \& 1.7.8 Minimum Time Requirement and Maximum Time Limits:

The minimum time requirement is one year and the maximum is five years.

### 1.7.9 Lapse of Credit of Courses:

As in the regulations, "courses completed more than eight years prior to the date of awarding of the degree may not normally be used for credit toward the degree". In exceptional circumstances, the Regulating Committee may make a recommendation to the Faculty of Graduate Studies that this regulation be waived.

### 1.7.10 Academic Performance: Performance in Course Work.

An annual Master's progress report must be submitted, as required by the Faculty of Graduate Srudies. A minimum grade point of 3.0 with no grade below a $\mathrm{C}+$ must be maintained for continuance in the MMCSS. Students who fail to maintain this standing will be required to withdraw unless a remedial program (as outlined below) set by the Regulating Commitree is approved by the Faculty of Graduate Studies.

1. Students deficient in 6 hours of credit or less may be permitted one chance to write a supplemental examination (when offered) in courses in which a grade of C was obtained. The decision to permit such a supplemental exam will be made by the RC.
2. Students deficient in 6 hours of credit or less with a grade of $C, D$ or $F$ in a course or courses, may be permitted to repeat (once only) the course or courses, or to take an equivalent substitute course (again, once only).
In exceptional circumstances the Regulating Committee may appeal to the Faculty of Graduate Studies for approval of remedial recommendations falling outside of those prescribed above.

### 1.7.11 Course or Program Changes:

Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of the Regulating Committee.

### 1.7.12 Comprehensive Examinations:

These are not required.

## iv) Thesis and Practicum Regulations:

A practicum will be required as described in the Academic Guide to Faculty of Graduate Studies. In particular: "While the practicum differs from the thesis in its emphasis on the application of theory, it is similar in scope, span, and rigor. The weight of work required for the practicum is equal to that required for the master's thesis". The practicum must be prepared in written or electronic form as prescribed in the Academic Guide to Graduate Studies.

The following numbering is taken from the University's Graduate Regulations handbook.

### 1.8.2 Practicum Proposal:

The student must submit the practicum proposal for approval by the Regulating Committee before starting work on the practicum. The practicum proposal must be a detailed description of the work to be carried out and of what outcome would make a successful completion of the practicum. The proposal should normally be submitted by the end of the first year. An agreement should be established at this time as to authorship and publication plans of practicum results.

### 1.8.3 Practicum Examination Procedures:

1.8.3.1 Examining Committee: The student's Academic and Industry Advisors will recommend to the Regulating Committee for approval a suggested practicum examining committee. The Examining Committee will include both the Academic and Industry

Advisors and at least two other members who are members of the Faculty of Graduate Studies, one of whom must be from outside the three departments involved. In exceptional cases, one person from the student's workplace or from another external organization may be added.
1.8.3.2 Distribution and Examination: The Regulating Committee will arrange for the distribution of the practicum to the examiners and will notify the Faculty of Graduate Studies at the time that the practicum has been distributed for examination. It is the duty of all examiners, within one month, to read the practicum and report to the Regulating Committee on its merits according to the following categories:

- Acceptable without modification or with minor revision(s)
- Acceptable subject to modification and/or revision(s)
- Not acceptable
1.8.3.3 Examination: A student has the right to an examination of the practicum if he/she believes it is ready for examination. The student must pass an oral examination on the subject of the practicum and matters relating thereto. The oral examination will consist of an oral presentation on the practicum of up to one hour followed by questions from the Examining Committee and others present. The examination will be chaired by an appointee of the Regulating Committee who is not a member of the Examining Committee. The examination will be open to members of the University of Manitoba community, to members of the student's workplace and others invited by the Regulating Committee. The examination will be advertised to the University community and in the student's workplace. In cases where the practicum work must be kept confidential the examination may be attended only by the student, the Examining Committee, the Chairperson and the Dean of Graduate Studies (or appointee). In such cases the Examining Committee and the Regulating Committee will recommend the closure to the Dean of Graduate Sudies who shall then approve that the final examination be closed. Furthemore, the student's Industry Advisor must be consulted.
1.8.3.4 Final Approval/Rejection: Following the completion of the oral examination the Examining Committee will consider their report on the oral examination and on the written practicum. They will determine the nature of and procedures for approval of any revisions that will be required prior to submission to the Faculty of Graduate Studies taking into consideration the following three criteria:
- Is the written report defensible as a research document, and does it meet the Faculty of Graduate Studies standards?
- Has the student demonstrated mastery of the techniques of applied research in the subject area?
- Does the research report meet the needs of the student's company?

The Academic advisor is nomally responsible for ensuring that revisions are completed
according to the instructions from the Examining Committee. A student whose (written and/or oral) practicum is rejected twice will be required to withdraw.
1.8.3.5 Final Report: The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved". Such verdicts must be unanimous for approval of the practicum and each examiner must indicate, by a signature, concurrence with the verdict. Anything less than unanimity shall be considered a failure. The candidate will be recommended for the MMCSS degree upon the receipt by the Faculty of Graduate Studies of the favourable results of the Examining Committee and when the corrected copy of the practicum is submitted to the Faculty of Graduate Studies, assuming all other Program requirements have been met.
1.8.3.6 Publication and Circulation: The regulations in the Academic Guide to Graduate Studies will be followed granting a partial copyright to the University and to the National Library of Canada (for further research only). In the case of confidential material the Dean of Graduate Studies, in consultation with the advisors, can restrict access of the copies of the practicum submitted to the University of Manitoba for a reasonable time.

In dealing with proprietary technology related to the practicum, decisions must conform with University of Manitoba policy.

## 6. Enrolment Procedure and Fees

i) A prospective student will first discuss his/her intentions with the Co-ordinator of the MACSS and then will submit a regular application form to the Faculty of Graduate Studies which will then refer the application to the IMMS. The Regulating Committee will make a recommendation to the Faculty of Graduate Studies regarding admission.
ii) Fees for the program are $\$ 10,500$ (1999-2000 figures) based on an eighteen month period. Two thirds of this will be paid to the University at the time of registration, and the remainder on re-registration after 12 months or at graduation, whichever is earlier. If the student's program continues past twelve months, there is an annual re-registration fee of (currently) $\$ 650$. The fees will be reassessed annually.

Of the $\$ 10,500$, approximately $\$ 6,000$ represents the current fee for a Masters program in the Faculty of Graduate Studies, prorated to eighteen months. The balance represents the differential fee for the program. The University will incur the usual infrastructure costs with respect to a student in this program. However, the special design of the MMCSS program will incur additional costs. The program is designed to accommodate the special needs of individuals from a corporate setting. Each student will be provided with an individually determined set and schedule of courses. Courses will often be delivered on weekends, in evenings, and over blocks of time not conforming to the standard university terms. They may be partially held on university property and partially on company property. Special technical resources or facilities may need to be bought or rented for the purposes of course delivery. The differential fee is intended to cover the incremental costs associated with this special delivery mode.
iii) Any formal course or workshop provided by the program to the student in order to assist the student in meeting the entrance requirements for the program will have a course fee attached. This fee will not be considered to be part of the program fee.

If such a course or workshop is regularly offered by the University and fits the students' schedule and time-line, the student will be referred to that existing course or workshop. Otherwise, the program will mount such a course or workshop for the student and charge a fee designed to recover the costs.

## 7. On-campus Resources

Study space within the Faculty of Science complex will be made available to students in the program. They will be provided with access to the computer and library facilities currently available to all graduate students in Science. It is anticipated that any highly specialized computer or technical equipment needed, for instance for the practicum, will be provided by the participating company.

The Departments of Computer Science, Mathematics and Statistics have all given official approval to this proposal. Thus in principle, any faculty member in any of these departments is willing to participate in the program.

It is not anticipated that special assistance from University of Manitoba support staff will be necessary. Each practicum will normally be done in-house at the sponsoring company with support from in-house staff.

The program will have no implications for library resources. All books and periodicals needed are already associated with existing programs.

## 8. Collegiality

The Departments of Computer Science, Mathematics and Statistics are all housed in the same building on the Fort Garry Campus of the University of Manitoba, thus ensuring close contact between the students enrolled in the MMCSS Program and the other graduate students and faculty members in the three Departments. Each MMCSS student will be assigned office space in this building, and will be provided with computer and library access. In addition, MMCSS students will be expected to participate in graduate student seminars along with all other graduate students in these Departments, and will be invited to all social events.

## 9. Enrolment, Teaching and Teaching Loads

Anticipated enrolments over the next five years are:

| $1998-1999$ | 5 |
| :--- | ---: |
| $1999-2000$ | 10 |
| $2000-2001$ | 15 |
| $2001-2002$ | 15 |
| $2002-2003$ | 15 |

The courses offered in the program are already available and may also have nonM.MCSS students enrolled. They will normally be given as part of the regular teaching of a department. However, at any given time, some courses may have to be given outside of the usual teaching terms, as described in the examples of 6(ii).

As samples of the kinds of tailored programming available to NMMCSS students, below are two of the programs of students currently registered with the Faculty of Graduate Studies and waiting to transfer into this program if it becomes available in time.

| Sample 1: | 5.(Statistics) $317,348,453,459,722$ (all 3 credit hours) |
| :---: | :---: |
|  | 74.(Computer Science) 788 ( 3 credit hours) |
|  | xx.7-- Industrial Modelling |
|  | Practicum in Statistics. |
| Sample 2 | 5.(Statistics) 313 (3 credit hours) |
|  | 6.(Applied Math) 746 ( 3 credit hours) |
|  | 74. (Computer Science) 303, 310, 788 (all 3 credit hours) |
|  | xx.7-- Industrial Modelling |
|  | Practicum to be determined. |

## 10. Appendices.

Sample of Available Courses
Note: All courses are 3 credit hours, except where marked.
Specially designed "topics courses" are also available.
Departments make regular changes to curriculum; the latest updates should be obtained from them directly.

## Applied Mathematics

6.336 Applied Linear Algebra
6.337 Introduction to Mathematical Modeling
6.347 Partial Differential Equations I
6.444 Advanced Mathematical Modeling
6.445 Topics in Numerical Analysis
6.446 Applied Functional Analysis
6. 47 Partial Differential Equations II
6.448 Introduction to Finite Elements and Boundary Elements
6.741 Advanced Matrix Computations
6.742 Numerical Solutions of Partial Differential Equations
6.743 Partial Differential Equations of Applied Mathematics
6.744 Techniques of Applied Analysis
6.748 Applied Finite Element Analysis

Computer Science
74.335 Sofware Engineering
74.430 Computer Networks
74.435 Software Engineering II
74.440 Optimization
74.449 Computer Graphics II
74.451 Introduction to Parallel Computation
74. 453 Introduction to Simulation and Model Building

### 74.770 Advanced Design and Analysis of Algorithms

74.771 Group Algorithms and Graph Isomorphism
74.773 Theory of Computation and Complexity
74.774 Symbolic Algebraic Computation
74.776 Algorithmic Methods in Number Theory and Combinatorics
74.777 Coding Theory
74.778 Queuing Theory and Performance Evaluation
74.781 Computer Networks
74.782 Advanced Topics in Computer Architecture
74.783 Distributed Database Systems
74.784 Operating Systems Design and Implementation
74.785 Advances in Parallel Computing
74.788 Object Oriented Software Development
74.791 Advanced Graphics
74.792 Advanced Topics in Graphics and Human Interfaces
74.794 Machine Learning
74.796 Image Processing
74.797 Curves and Surfaces in Computer Graphics
74.798 Advanced Topics in Artificial Intelligence
74.795 Advanced Topics in Scientific and Numerical Computing

## Mathematics

13.355 Advanced Mathematics for Physicists (** 6 credit hours)
13.373 Differential Equations I
13.374.Differential Equations II
13.457 Partial Differential Equations (** 6 credit hours)
13.464 Topics in Advanced Mathematics for Physicists (** 6 credit hours)
13.313 Applied Marrix Algebra
13.813 Boolean Algebra
13.823 Partial Differential Equations
13.833 Coding Theory
13.833 Applied Graph Theory
13.833 Applied Combinatorics
13.843 Automated Theorem Proving
13.843 Fuzzy Set Theory
13.853 Fractal Geometry

## Statistics

5.312 Topics in Regression Analysis
5.313 Statistical Analysis of Designed Experiments
5.317 Statistical Quality Control
5.318 Exploratory Data Analysis
5.414 Introduction to Statistical Inference
5.452 Sampling Techniques I
5.453 Design of Experiments I
5.469 Applied Multivariate Analysis
5.470 Statistical Consulting
5.708 Advanced Statistical Inference
5.709 Advanced Statistical Analysis
5.710 Analysis of Discrete Data
5.712 Nonparametric Inference
5.714 Linear Models
5.720 Multivariate Analysis I
5.721 Multivariate Analysis II
5.726 Time Series
5.728 Reliability Analysis and Risk Assessment
5.729 Statistical Consulting

Engineering and Management
Refer to the University Calendar for a selection of Engineering and Management courses, or consult the program Director for suggestions.
[Courses from Management might be:
27.767 Business Decision Analysis
27.768 Mathematical Optimization Models
27.769 Probability Models and Games
27.770 Mathernatical Control Models]

## Sample Form Letter

Dear Ms/Mr......

Thank you for your interest in the new Master's Degree Program (MMCSS) organized by the Institute of Industrial Mathematical Sciences (IIVIS) in co-operation with the Departments of Computer Science, Mathematics, Statistics, and with the support of the Faculties of Engineering and Management.

I am enclosing the following:

1. A description of the Master's Program, its academic and fee requirements.
2. A list of possible courses from the Departments.
3. An application for entry to Graduate Studies at the University of Manitoba. Please fill this out and return to the Institute with (i) a transcript of your academic record; (ii) a statement of your interests based on your previous academic and industrial training; (iii) if applicable, a statement requesting equivalent experience consideration; (iv) a proposed initial selection of the courses from the above Departments (as well as Engineering or Management); (iv) the name of a possible Industry Advisor in your place of work.

The procedure will be as follows:

1. Once you have retumed the application form to the IIMS, it will be evaluated and you will be notified as to the recommendation for admission to the Program to the Faculty of Graduate Studies who will make the final decision. Once you have a positive recommendation from us, you can proceed to apply for a financial contribution from your sponsor.
2. The actual program and the times of the courses you will take will be discussed with you.

If you have any questions, please do not hesitate to contact me.

We look forward to your participation in the Program which we hope will be of benefit to you and your employer as well as to University-Industry relationships.

Sincerely,
\MACSS
Program Co-ordinator

## DEPARTMENT OF STATISTICS Inter-Departmental Correspondence

DATE: May 26, 1995
TO: Dr. R. Thomas, Acting Head, Applied Math.
Dr. D. Scuse, Acting Head, Computer Sc.
Dr. L. Batten, Head, Math. \& Astronomy
Dr. H. Williams, Associate Dean, Science
Dr. P. N. Shivakumar, Director, IMMS
FROM: Smiley W. Chang, Head SUBJECT : Proposed Master Program

At the Department of Statistics Special Council Meeting yesterday, the above proposed program was approved in principle. We do have a suggestion to either shorten the program title or change it to "Master of Computational,

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THE UNIVERSITY OFMANITOBA

## Inter-Departmental Correspondence

Date: May 27, 1998
To: J.P. McClure, Head, Deparment of Mathematics
P.R. King, Head, Deparment of Computer Science
S.W. Cheng, Head, Department of Statistics
P.N. Shivakumar, Director, Institute of Industrial Machematical Selences

From: … Cynthia Holt, Bibliographer, Mathematics
Subject: Interdisciplinary Master of Mathematical, Computational and Statistical Sciences (MMCSS)

The Libraries can adequately support the proposed new interdisciplinary Master of Mathematical. Computational and Scatistical Sciences program as it relies on courses already offered by the Departments of Computer Science, Mathematics and Siatistics. These courses are currantly supported, and will continue to be supported, by the Seientes and Technology Library.

Execudve Director
Room 603A Engincering Building Winnipeg Manitoba Canada RIT $2 \sqrt{2}$

Tel: (204) 474-9590
FAX: (204) 474-7515

DATE:
May 29, 1998
TO:
FROM:
SUBJECT: Proposal for a New Master's Degrees
FCE: $\quad$ I.04.35

Thank you for sending me a copy of the proposal for your new Master's degree in the Mathematical Computational and Statistical Sciences. Based on the information in the proposal, this program should have no significant impact on Information Services \& Technology's instructional computing facilities.

Please contact me if you need further information.
GEMI:cn

COMLMUMTCATION SYSTEMS


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THE UNIVERSITY OF MLANIOBA

DEPARTMENTOF MATHEMATICS
E-MAIL: mathematies_departmen! 9 ce.umanitobaea

Winnipeg, Manitoba Cimadi R3T 2N2

May 26, 1998
D. H. Halstead. Director

Admissions, Student Affairs
424J University Centre

Dear Mr. Halstead.
ar Attached is a proposal for a new Master's degree in the Mathematical, Computational and Statistical Sciences. It is about to go tc Senate and to the Faculty of Graduate Studies.

If you wish to comment on any pars of it, or on the overall program, please write to me as follows:

Dr. L. M. Batten
Coordinator, MLMCSS Program
Department of Mathematics
University of Manitoba

With thanks,


LMB/ebs
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THE UNIVERSITY OF MANITOBA.

DEPARTMENTOFMATHEMATICS
E-MAIL: mathematies_deparmentQec.umanitobaca

Winnipeg. Manitoba Canada R3T 2N2

May 26, 1998
W. J. Karle, Director Communications Systems 135 Services Building

Dear Mr. Karle,

Attached is a proposal for a new Master's degree in the Mathematical, Computational and Statistical Sciences. It is about to go to Senate and to the Faculty of Graduate Studies.

If you wish to comment on any parts of it, or on the overall program, please write to me as follows:

Dr. L. M. Batmen<br>Coordinator, MMCSS Program<br>Department of Mathematics<br>University of Manitoba



LMB/ebs
Pg. 132

THE UNIVERSITY OF MANTIOBA
FAX (204) 474-7606
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DEPARTMENT OF MATHEMATICS
E-MAII: mathematies_department@cc.umanitobzez

Winnipeg. Manimba Canada RTI 2N2

May 26, 1998
B. Salt, Director Student Records 400 University Cencre

Dear Mr. Salt,

Attached is a proposil for a new Master's degree in the Mathemntical, Cormputacional and Statistical Sciences. It is about to go to Senate and to the Faculty of Graduate Studies.

4 If you wish to comment on any parts of it, or on the overall program, please write to me as follows:

Dr. L. M Batten
Coordinator, MMICSS Program
Deparment of Mathematics
University of Manitoba

With thanks,


Lymn Batten
LivB/ebs


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November 5, 1998
FACULTY OF MANAGEMENT
J.L. Gray. Dean

MEMORANDUM

Winnipeg. Hanitoba Canods RJT 5 V 4

Tel: (204) $574-8+34$
Fax: (204) 474-7544
E-hlail: Jerty_Gray@UManitoba.ca

# TO: Lynn Batton, Associate Dean 

Faculty of Science
FROM:


SUBJECT: Re: Proposed Masters Degree in Mathematical Computational and Statistical Sciences

The Faculty of Management is pleased to support the proposed degree program. In discussion with my colleagues in the management science area, it was suggested that several graduate courses in our Faculty would be of interest and value to some of the students. Specifically, the courses suggested are:
27.767 Business Decision Analysis
27.768 Mathematical Optimization Models
27.759 Probability Models and Games
27.770 Mathematical Control Models

We wish you all the best and would be pleased to co-operate in any way possible.

JLG

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156
$$

DATE: May 26, 1998
TO: Professor Lynn Batten, Department of Mathematics \& Astronomy
FROM: D.H. Shields, Dean, Faculty of Engineering

## SUBJECT: MICS PROPOSAL

We believe that an undergraduate engineering degree provides a student with a broad base of mathematical and scientific skills, an in-depth knowledge of engineering science, and an ability to apply problem-solving skills to 'real-world' problems, often in the context of designing a system or device. However, it has become apparent in recent years that our students need post-graduate training to prepare therm for the specialized "niches" required by modern industry. Many of our students go on to advanced degrees in engineering, management, even law and medicine. The implementation of the proposed Master of Mathematical Computational and Statistical Sciences Program would provide a unique opportunity for engineers to expand their knowledge of mathematical methods. It would provide a valuable addition to the range of post-graduate opportunities available to our students.

As mathematical methods employed in industry become more and more advanced, a section of the engineering community will find it opportune to enhance their skills in this area. The proposed program will provide them with a structured process to do so.


27 May 1997

Dr. L.M. Batten,
Coordinator, VMCS Program, Department oi Mathematics, University of Manitoba, Winnipeg, Manitoba, R3T 2N2

Dear Dr. Batten,

## RE: MICS PROGRAM

Thank you for forwarding to us the proposal for the Interdisciplinary Master of Mathematical Computational and Statistical Sciences (MMCSS). We have reviewed the proposal and are pleased with its intent. There certainly is an urgent need for industry and the University of Manitoba to collaborate on areas of mural interest. The MMCSS program is one significant way this can be addressed. .

From an industry standpoint, and from the Manitoba HVDC Research Cents in particular, the V MICSS can ce a valuable means for employee training. A project of interest to the company can de applied as a practicum serving the requirements of the MNICSS and the employee. This is not new for our employees where we have always had several of them enrolled in MSS and PhD programs and where they have undertaken projects of interest to our Research Centre. They have successfully merged their degree with a company project, both to the satisfaction of ourselves, the employee/studeat and the university. The MMCSS offers our employees with one more important option to take advantage of as they consider what path to take for upgrading and professional development

We would therefore encourage instigating the degree and to alert relevant industries of its objectives and potential so that it can be incorporated into their respective company training programs.

Yours very truly.


Dennis Woodford
Executive Director

File A645


# 158 <br> A manitobohydro 

ROGER LUDWICK
RESEARCH \& DEVELOPMENT PLANNING OFFICER
P.O. aJax 815 - Whrripeg Manitoba Canada - R3C 2 F 4

Telephone / N de telephone: : ( 204 ) 474-3 xes Fax/N de tétocopleur : (204) 475-7745 820 Taylor Avenue

Dr. L.M. Batten
Coordinator, MMCSS Program
Department of Mathematics
University of Manitoba
Faculty of Science
Winnipeg, Mb R3T 2N2

Dear Dr. Batten:
This letter is in support of the initiative of a Master's degree program in the mathematical, computational and statistical sciences (MMCCS), for employees of companies who want to acquire expertise in a particular area.

I write this with deliberate enthusiasm because I think it is a major opportunity for industry. As we go on into the future this sort of program will become common place. It links university with industry. At the end of the day we all want this because as an industrialized nation this is what we are all about if we are going to remain a leading country.

I commend the faculty for having the energy to advance this concept at a time when funding is difficult to secure.

Sincerely,


## Report of the Senate Planning and Priorities Committee (SPPC) on the Proposed Interdisciplinary Master's of Mathematical, Computational and Statistical Sciences

## Preamble

The SPPC has the responsibility to report to Senate on new program proposals. The Faculty of Graduate Studies has recommended to Senate a proposal for an interdisciplinary Master's of Mathematical, Computational and Statistical Sciences that would be offered by the Departments of Computer Science, Mathematics, and Statistics in the Faculty of Science.

## Observations

1. The program is aimed at employees of industry and business who wish to enhance their knowledge and skills to make both them and their companies more successful and competitive. Expressions of interest in participating in the program have been obtained from a variety of Manitoba companies.
2. There are no comparable programs in Canada.
3. The program will provide an intensive yet broad course of study to its clientele. This will be accomplished by making the graduate courses of each of the three departments available to the students. The only required course will be one that is to be introduced on Industrial Modelling.
4. Course work plus a practicum will be the basis for obtaining a degree. The practicum is expected to be conducted in the company sponsoring the student. Practicum requirements are consistent with existing requirements of the Faculty of Graduate Studies.
5. Enrolments are expected to be asymptotic at about fifteen students.
6. The departments have formed a committee to administer the program.
7. The departments have received $\$ 10,000$ in startup funds from the University Program Development Fund.
8. The program fee will be $\$ 10,500$ for eighteen months. Of this amount, $\$ 4,500$ will be a differential fee which is expected to be used to support the cost incurred by the program. The funds would be used to cover the costs of mounting special courses or courses outside of regularly scheduled times and the extra administrative costs associated with overseeing the practicum. The SPPC notes that the program contains a provision that would require students to pay a fee for any courses taken at the University of Manitoba and credited to the program over and above the program fee. SPPC understands that this type of situation is to be reviewed.
9. The program is consistent with the University's goal of enhancing its contacts and partnerships with outside agencies.

## Recommendation

The SPPC endorses the proposed Master's of Mathematical, Computational and Statistical Sciences.

Respectfully submitted,

Norm Halden, Chair
Senate Planning and Priorities Committee
Terms of Reference: Senate Handbook (Rev. 1993), pp. 10.21-22

# Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Management for assigning transfer credit for Keewatin Community College graduates 

## Preamble:

On April 9, 1999, the Management Faculty Council approved a policy establishing block transfer credit for Keewatin Community College graduates of the Business Administration Diploma Program (University Stream) who are admitted to the Bachelor of Commerce (Honours) program at the University of Manitoba.

## Observations:

1. The proposal, in detail, is attached. It is similar to the policies approved by Senate in May, 1997, and in June, 1999, which grant block transfer credit to Red River College and Assiniboine Community College graduates of their Business Administration Diploma Programs.
2. The criteria require Keewatin Community College students to earn their Business Administration Diploma, complete the university stream of courses, and attain a minimum 3.0 grade point average. Admission will be competitive and limited to 10 students each year. Those admitted will be granted block transfer credit for 39 credit hours from the Keewatin diploma program and will be required to complete an additional 87 credit hours of courses at the University of Manitoba including a list of specific required courses. The 39 credit hours of block transfer credit does not exceed the Faculty's residency policy.

## Recommendation:

The Senate Committee on Admissions recommends to Senate that approval be given to the proposal (attached) establishing block transfer credit to qualified graduates of the Keewatin Community College Business Administration Diploma Program who are admitted to the Bachelor of Commerce (Honours) Program.


Terms of reference: Senate Handbook (revised 1992), pp.10.6-10.8
Comments of the Executive Committer:
The Executive Committer endorses the proposal to Senate.
$\frac{\text { A Proposed Policy on Transfer Credit for }}{\text { Keewatin Community College Students }}$
Background
The Faculty of Management has recently approved two "block transfer credit" arrangements, one with Red River Community College (RRCC), and one with Assiniboine Community College (ACC). Recently, Keewatin Community College (KCC) approached us and asked that we also approve a block transfer credit arrangement with them. This request is part of the COPSE-initiated strategy of requiring the province's post-secondary educational institutions to work together in a more coordinated fashion than they have in the past.

KCC and Faculty of Management students spend similar amounts of time on their coursework in their first two years of study, as the following analysis shows.

Keewatin Community College. KCC students spend roughly 9 hours per week on each 3 credit hour course they take ( 3 hours per week in class and 6 hours per week outside of class). Each term is 15 weeks long (plus a one-week exam period). Assuming that KCC students spend about 10 hours studying for the final exam in a course, then the total hours a student spends on a given course is about 145 hours ( $9 \times 15+10$ ). In their two years at KCC, students take 20 courses, so they spend about 2,900 hours ( $20 \times 145$ ) on coursework.

Faculty of Management. Our students spend roughly 10 hours per week on each course they take ( 3 hours in class and 7 hours outside of class). Each term is 13 weeks long (plus a two-week exam period). Assuming that our students spend about 20 hours studying for the final exam in a course, then the total hours a student spends on a given course is 150 hours ( $10 \times 13$ +20 ). In their first two years here, students take 21 courses, so they spend a total of 3,150 hours ( $21 \times 150$ ) on coursework.

The amount of time a student spends on a course is only one consideration. Three other factors also seem relevant. First, our courses are typically taught by Ph.D.-qualified faculty, whereas at KCC this is not usually the case. This means that students in the Faculty of Management have a qualitatively different educational experience than students at KCC do. Second, there are several qualifying year courses (e.g., Calculus, Linear Algebra, and other Arts/Science electives) that are not typically taken by KCC students. The transfer credit policy proposed here requires that KCC transfer students take these qualifying year courses once they enter the Faculty of Management. Third, KCC students do not take several core courses that we require our students to take. Once again, these courses will have to be taken.

Keeping these facts in mind, a policy is proposed whereby a carefully thought-out "university stream" of study would be created at KCC. Students who complete this university stream and earn their diploma in Business Administration from KCC (and who have a grade point of at least 3.0 ) will receive substantial transfer credit toward a B. Comm. degree. Under this arrangement, transfer credit will not be given on a course-by-course basis, but will instead be given on a "block credit" basis. Under block credit, for example, a student who took OB at KCC might not be required to take our OB course, but that does not imply that KCC's OB

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course is equivalent to ours. Rather, it simply means that we would not require their students to take our OB course because they have already had exposure to the topic at KCC. This proposal is structurally similar to those that we currently have in place with RRCC and ACC. It essentially means letting KCC students into the Faculty of Management via the "third door" that was established in the agreements with RRCC and ACC (the "second door" refers to students who achieve a 3.0 in any 30 credit hours in their first year at the University of Manitoba, and the "first door" refers to the traditional entry method via the qualifying year). The third door is reserved strictly for RRCC, ACC, and KCC students, and involves admitting a maximum of 20 qualified students (in total) from these three institutions each year. These admissions are in addition to any regular admission quota that our Faculty has. The agreement with KCC will be reviewed after we have had three years' experience with it.

## Details of the Proposal

Students in the "university stream" at KCC will be required to take courses in the following three categories while they are at KCC:

1. The following Core Management Courses in the KCC diploma (24 credit hours):

Introductory Financial Accounting 1 (KC.MGT.1010)
Microeconomics (KC.MGT.1200)
Macroeconomics (KC.MGT.1210)
Marketing (KC.MGT. 1300)
Organizational Behavior (KC.MGT.1410)
Communications 1 (KC.ART.1360)
Commercial Law (KC.MGT.1400)
2. All of the following courses ( 18 credit hours):

Communications 2 (KC.ART.1370)
Introductory Financial Accounting 2 (KC.MGT.1020)
Managerial Accounting (KC.MGT.2020)
Financial Management (KC.MGT.1100)
Management (KC.MGT.2420)
Human Resource Management (KC.MGT.2400)
3. Any 18 credit hours from the following courses at KCC :

Marketing Research (KC.MGT. 2300) (3 credit hours)
Advertising (KC.MGT.2360) (3)
Marketing Management (KC.MGT. 2350) (3)
Personal Selling (KC.MGT. 2310) (3)
Labor Relations (KC.MGT. 2430) (3)
Business Seminar (KC.MGT. 2550) (6)
Retail Management (3)

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## Transfer Credit Toward a B. Comm. (Hons.) Degree

Students who take the "university stream" diploma at KCC can, by taking University of Manitoba/Faculty of Management courses in the following five categories, receive a B. Comm. (Hons.) degree:

## 1. Qualifying Year courses ( 18 credit hours)

136.152 (Calculus)
136.131 (Linear Algebra)
17.120 or 77.120 (Psychology or Sociology)

3 credit hours from the list of approved English courses
3 credit hours of an Arts or Science elective
(Note: These courses can be taken either during the summer term prior to the student's admission to the Faculty, or during the first term the student is in the Faculty of Management.)
2. Core ( 30 credit hours)
5.100 (Statistics)

5:200 (Statistics)
9:200 (Management Information Systems)
27.260 (Production and Operations Management)
15.285 (Philosophy of Science or approved other courses) -
27.212 (Business-Government Relations)
27.215 (Management Science)
15.283 (Business Ethics or approved other courses) -
27.401 (Business Policy)
74.100 (Computer Science)
3. Major Courses ( 12 credit hours)

12 credit hours in one of the approved management majors. [Note: Students wishing to major in Finance will be required to take 9.220 (Corporation Finance) as one of the courses in their management options (see \#4 below). Likewise, students wishing to major in Marketing will be required to take 118.221 (Fundamentals of Marketing) as one of their options.
4. Management Options ( $15-18$ credit hours)
$15-18$ credit hours of 300 and 400 level management courses (except as noted above in \#3, where the courses will be 200 level courses).

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5. Electives ( $9-12$ credit hours)

9-12 credit hours of non-Management courses
Thus, 87 credit hours of coursework beyond the KCC diploma are required to earn a B. Comm. (Hons.) degree. A highly motivated KCC graduate who started taking these 87 credit hours in the spring of 2000 could complete the requirements for the $B$. Comm. as follows:

12 credit hours (summer, 2000)
30 credit hours regular session, 2000-2001)
12 credit hours (summer, 2001)
33 credit hours (regular session, 2001-02)
Such a schedule would allow a transfer student from KCC to complete a B. Comm. (Hons.) degree within 24 months after receiving a 2 -year KCC diploma. Such a schedule is, however, extremely ambitious, and most students would be more likely to take the 87 credit hours in a less concentrated fashion. The typical student may require three years beyond the KCC diploma to earn to the B. Comm. (Hons.) degree.

## DETAILED COURSE SUMMARY OF TRANSFER CREDIT PROPOSAL

Note: In the list below, the University of Manitoba/Faculty of Management course is listed first in bold face type. The "rough equivalent" offered at KCC is listed in brackets. This does not imply that the KCC courses are equivalent to U of M courses. Rather, it simply shows whether KCC students are getting at least some exposure to topics taught in U. of Manitoba Arts and Science courses or Management courses. A bracket with three dashes following a U of M course means that there is no KCC course that is even a rough equivalent to the U of M course. For these courses, KCC transfer students will have to take the $U$ of $M$ course.

Arts and Science Courses
5.100-Statistics [--]
5.200--Statistics [--]
13.139--Calculus [--]
13.146--Linear Algebra [--]
15.283--Business Ethics [--]
15.285--Philosophy of Science [---]
17.120--Psychology [--] or 77.120--Sociology [--]
18.120--Economics [Microeconomics (KC.MGT.1200) + Macroeconomics (KC.MGT. 1210)
74.100--Computer Science [--]

Plus 12 hours of Arts and Science Electives [--]

## Management Courses

9.110--Financial Accounting [Financial Accounting 1 (KC.MGT.1010) + Financial Accounting 2 (KC.MGT. 1020)]
9.111-Managerial Accounting [Managerial Accounting (KC.MGT.2020)]
9.200--Information Systems [---]
9.220--Corporation Finance [Financial Management (KC.MGT. 2500)]
27.215-Management Science [---]

### 27.260--Production Management [-]

27.200-Communications [Communications 1 (KC.ART. $1360+$ Communications 2 (KC.ART. 1370)]

### 27.207--Organizational Behaviour [Organizational Behavior (KC.MGT. 1410)]

27.208-Organization Theory [Management (KC.MGT. 2420)]
27.212--Business/Government Relations [---]
27.244-Human Resource Management [Human Resource Management (KC.MGT. 2400)]
27.330--Commercial Law [Commercial Law (KC.MGT. 1400)]
27.401--Business Policy [--]
118.221--Marketing [Marketing (KC.MGT. 1300)]

December 16, 1998

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Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Management for assigning transfer credit for École technique et professionnelle graduates

## Preamble:

On September 24, 1999, the Management Faculty Council approved a policy establishing block transfer credit for École technique et professionnelle graduates of the Business Administration Diploma Program (University Stream) who are admitted to the Bachelor of Commerce (Honours) program at the University of Manitoba.

## Observations:

1. The proposal, in detail, is attached. It is similar to the policies approved by Senate in May, 1997, and in June, 1999, which grant block transfer credit to Red River College and Assiniboine Community College graduates of their Business Administration Diploma Programs.
2. The criteria require École technique et professionnelle students to earn their Business Administration Diploma, complete the university stream of courses, and attain a minimum 3.0 grade point average. Admission will be competitive and limited to 10 students each year. Those admitted will be granted block transfer credit for 51 credit hours from the École technique et professionnelle diploma program and will be required to complete an additional 75 credit hours of courses at the University of Manitoba including a list of specific required courses. The 51 credit hours of block transfer credit does not exceed the Faculty's residency policy.

## Recommendation:

The Senate Committee on Admissions recommends to Senate that approval be given to the proposal (attached) establishing block transfer credit to qualified graduates of the Ecole technique et professionnelle Business Administration Diploma Program who are admitted to the Bachelor of Commerce (Honours) Program.


Terms of reference: Senate Handbook (revised 1992), pp.10.6-10.8
Comments of the Executive Committer:
The Executive Committee endorses the proposal to Senate.

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A Proposed Policy on Transfer Credit for<br>Ecole technique et professionnelle Students

## Background

Over the past couple of years, the Faculty of Management has approved "block transfer credit" arrangements with Red River College (RRC), Assiniboine Community College (ACC), and Keewatin Community College (KCC). Recently, Ecole technique et professionnelle (ETP) approached us and inquired about the possibility of a block transfer credit arrangement with them as well. This request is consistent with the COPSE-initiated strategy of encouraging the province's post-secondary educational institutions to work together in a more coordinated fashion than they have in the past.

In their first two years of study, ETP students spend about the same amount of time on their coursework as Faculty of Management students do, as the following analysis shows:

Ecole technique et professionnelle. ETP students spend roughly 9 hours per week on each 3 credit hour course they take ( 3 hours per week in class and 6 hours per week outside of class). Each term is 13 weeks long (plus a two-week exam period). Assuming that ETP students spend about 10 hours studying for the final exam in a course, then the total hours a student spends on a given course is about 127 hours ( $9 \times 13+10$ ). In their two years at ETP, students take 26 courses, so they spend about 3,302 hours ( $26 \times 127$ ) on coursework.

Faculty of Management. Our students spend roughly 10 hours per week on each course they take ( 3 hours in class and 7 hours outside of class). Each term is 13 weeks long (plus a two-week exam period). Assuming that our students spend about 20 hours studying for the final exam in a course, then the total hours a student spends on a given course is 150 hours ( $10 \times 13+20$ ). In their first two years here, students take 21 courses, so they spend a total of 3,150 hours ( $21 \times 150$ ) on coursework.

The amount of time a student spends on a course is only one consideration. Three other factors are also relevant. First, our courses are typically taught by Ph.D.-qualified faculty, whereas at ETP this is not usually the case. This means that students in the Faculty of Management have a qualitatively different educational experience than students at ETP do. Second, there are several qualifying year courses (e.g., Calculus, Linear Algebra, and other Arts/Science electives) that are not typically taken by ETP students. The transfer credit policy proposed here requires that ETP transfer students take these qualifying year courses once they enter the Faculty of Management. Third, ETP students do not take several core courses that we require our students to take. Once again, these courses will have to be taken.

Keeping these facts in mind, a policy is proposed whereby a carefuilly thought-out "university stream" of study would be created at ETP. Students who complete this university stream and earn their diploma in Business Administration from ETP (and who have a grade point of at least 3.0 ) will receive substantial transfer credit toward a B. Comm. degree. Under this arrangement, transfer credit will not be given on a course-by-course basis, but will instead be given on a "block credit" basis. Under block credit, for example, a student who took Marketing at ETP will not be required to take our

Marketing course, but that does not imply that ETP's Marketing course is exactly equivalent to ours. Rather, it means that we would not require their students to take our Marketing course because they have already had exposure to the topic of Marketing at ETP.

This proposal is structurally similar to those that we currently have in place with RRC, KCC, and ACC. It means letting ETP students into the Faculty of Management via the "third door" that was established in the agreements with RRC, KCC, and ACC. [The "second door" refers to students who achieve a 3.0 in any 30 credit hours in their first year at the University of Manitoba, and the "first door" refers to the traditional entry method via the qualifying year.] The third door is reserved strictly for RRC, KCC, ACC, and ETP students, and involves admitting a maximum of 50 qualified students (in total) from these four institutions each year (in 1998 and 1999, we admitted 10). These admissions are in addition to any regular admission quota that our Faculty has. The agreement with ETP will be reviewed after we have had three years' experience with it.

## Details of the Proposal

Students in the "university stream" at ETP will be required to take courses in the following two categories of courses while they are at ETP:

1. The following "compulsory" courses in the ETP Business Administration diploma ( 60 credit hours):
\%
French I (FR-106)
French II (FR-107)
\% Business English \& Communication I (AN-102)
Business English \& Communication II (An-104)
2. Software Applications I ( $\mathrm{N}-10 \mathrm{I}$ )
4) Software Applications II (N-102)

Introductory Accounting (CO-101
Introductory Accounting II (CO-102)
Financial Mathematics (MA-101)
Business Law (AD-102)
Macroeconomics (Ad-106)
Marketing I (MK-101)
Software Applications III (IN-201)
Microcomputer Accounting (IN-202)
Oral Communication (FR-204)
Management (AD-207)
Taxation ((FI-205)
Entrepreneurship ((AD-208)
Micro-economics ((AD-206)
Statistics (MA-105)
2. The following "major" courses (18 credit hours):

Financial Management I (FI-201)
Financial Management II (FI-202)
Cost Accounting I (CO-205)
Cost Accounting II (CO-206)
Marketing II (MK-201)
Marketing Research (MK-205)

## Transfer Credit Toward a B. Comm. (Hons.) Degree

Students who take the "university stream" diploma at ETP can, by taking University of Manitoba/Faculty of Management courses in the following five categories, receive a B. Comm. (Hons.) degree:

1. Qualifying Year courses ( 18 credit hours)
136.152 (Calculus)
136.131 (Linear Algebra)
17.120 or 77.120 (Psychology or Sociology)

3 credit hours from the list of approved English courses
3 credit hours of an Arts or Science elective
(Note: These courses can be taken either during the summer term prior to the student's admission to the Faculty of Management, or during the first term the student is in the Faculty of Management. Also, students who have not taken Math 40S in high school will be required to take the Continuing Education course in Mathematical Skills prior to enrolling in Calculus. Students who take the Mathematical Skills course will be allowed to use it as an elective.)

## 2. Core (27 credit hours)

5.200 (Statistics)
27.207 (Organizational Behavior)
27.244 (Human Resource Management)
27.260 (Production and Operations Management)
15.285 (Philosophy of Science or approved other courses)
27.212 (Business-Government Relations)
27.215 (Management Science)
15.283 (Business Ethics or approved other courses)
27.401 (Business Policy)
3. Major Courses ( 12 credit hours)

12 credit hours in one of the approved management majors. [Note: Students wishing to major in Finance will be required to take 9.220 (Corporation Finance) as one of the courses in their

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management options (see \#4 below). Students wishing to major in MIS will be required to take 9.200 (Management Information Systems) as one of the courses in their management options (see \#4 below).]
4. Management Options ( $9-12$ credit hours)

9-12 credit hours of 300 and 400 level management courses (except as noted above in \#3, where one of the courses will be a 200 level course).
5. Electives (6-9 credit hours)

6-9 credit hours of non-Management courses
Thus, 75 credit hours of coursework beyond the ETP diploma are required to earn a B . Comm. (Hons.) degree. Most students would require three years beyond the ETP diploma to earn the B. Comm. (Hons.) degree.

## DETAILED COURSE SUMMARY OF TRANSFER CREDIT PROPOSAL

Note: In the list below, the University of Manitoba or Faculty of Management course is listed first in bold face type. The "rough equivalent" offered at ETP is listed in brackets. This does not imply that the ETP courses are equivalent to $U$ of $M$ courses. Rather, it simply shows whether ETP students are getting at least some exposure to topics taught in U of M Arts and Science courses or Management courses. A bracket with three dashes following a U of M course means that there is no ETP course that is even a rough equivalent to the $U$ of $M$ course. For these courses, ETP transfer students will have to take the U of M course.

## Arts and Science Courses

5.100-Statistics [Statistics (MA-105)]
5.200-Statistics [-]
136.152-Calculus [-]
136.131-Linear Algebra [--]
15.283-Business Ethics [-]
15.285-Philosophy of Science (or other approved course) [-]
17.120-Psychology [-] or 77.120--Sociology [-] ]
18.120-Economics [Macroeconomics (Ad-106) + Microeconomics (AD-206)]
74.126--Computer Science [Computer Software Applications I (IN-101)]
114.093—French [Francais I (FR-106) + Francais II (FR-107)]

Plus 6 hours of Arts and Science Electives [--]

## Management Courses

9.110-Financial Accounting [Introductory Accounting I (CO-101) + Introductory Accounting II (CO-102)]
9.111-Managerial Accounting [Cost Accounting (CO-205) + Cost Accounting (CO-206)]
9.200--Information Systems [Software Applications II (IN-102) + Software Applications III (IN201)]

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9.220-Corporation Finance [Financial Management I (FI-201) + Financial Management II (FI202) + Taxation (FI-205)]
27.215-Management Science [-]
27.260-Production Management [-]
27.200--Communications [Business English and Communication (AN-102) + Business English and Communication (AN-104) + Oral Communication (FR-204)]
27.207-Organizational Behaviour [-]
27.208-Organization Theory [Management (AD-207)]
27.212-Business/Government Relations [-]
27.244--Human Resource Management [-]
27.330--Commercial Law [Business Law (AD-102)]
27.401-Business Policy [--]
118.221-Marketing [Marketing I (MK-101) + Marketing II (MK-201)]

September 17, 1999

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Physical Education and Recreation Studies.

## Preamble:

On October 28, 1999 the Physical Education and Recreation Studies Faculty Council approved a motion that the successful completion (with a minimum grade of "C") of 071.125 Biology B be a requirement for admission to the Athletic Therapy program (BESS Degree).

## Observations:

Biology is required for entrance to the School of Medical Rehabilitation (SMR) and is therefore a prerequisite for the three anatomy courses taken by Athletic Therapy students in the SMR in second year:
68.148 Human Anatomy Systems
68.149 Musculoskeletal Anatomy I
68.150 Musculoskeletal Anatomy II

## Recommendation:

The Senate Committee on Admissions recommends to Senate that approval be given to the proposal that the successful completion (with a minimum grade of " C ") of 071.125 Biology B be a requirement for admission to the Athletic Therapy program (BESS Degree).


Senate Committee on Admissions
Terms of reference: Senate Handbook (revised 1992), pp.10.6-10.8
Comments of the Executive Committee: The Executive Committee endorses the proposal to Senate.

From: Dr. Elizabeth Ready, Coordinator, Physical Education Programs 4 Faculty of Physical Education and Recreation Studies 106 Frank Kennedy Centre

Re: $\quad 071.125$ Biology B requirement for admission to the Athletic Therapy Program

I am submitting the following motion for consideration by the Senate Committee on Admissions.
The Faculty Council of the Faculty of Physical Education and Recreation Studies at their October 28, 1999 meeting, moved the following motion:

## That successful completion of 071.125 Biology $B$ be a requirement for admission to the Athletic Therapy program (BESS Degree).

Rationale: Biology is required for entrance to the School of Medical Rehabilitation, and is therefore a prerequisite for the three anatomy courses taken by Athletic Therapy students in the SMR in second year:
68.148 Human Anatomy Systems
68.149 Musculoskeletal Anatomy I
68.150 Musculoskeletal Anatomy II

This requirement will come into effect for the 2001-2002 academic year.
If you require any further information please contact me at 474-8641.
Thank you.
/c. P. Dueck
Received
NOV 101999
University Secretariat



[^0]:    1 As of July 1. 1993, the separate Deparments of Applied Mathematics and Mathematics merged into a single Department of Mathematics. References throughout this document refer to the situation subsequent to this date.

