

**Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, November 3, 2004
1:30 p.m.
Regrets call 474-6892**

AGENDA

MATTERS TO BE CONSIDERED IN CLOSED SESSION - None

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Report of the Senate Committee on Medical Qualifications re Dr. Michael Salman** Page 17

Note: Dr. Salman's *Curriculum Vitae* is available for inspection by members of Senate in the Office of the University Secretary, 312 Administration Building on the Fort Garry Campus and in the Deans' Office, Faculty of Medicine on the Bannatyne Campus.

III MATTERS FORWARDED FOR INFORMATION

1. Statement of Intent: Ph.D. in Architecture Page 18

IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

Senators are reminded that questions shall normally be submitted 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 October 6, 2004

VII BUSINESS ARISING FROM THE MINUTES

VIII REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

- | | | |
|----|---|---------|
| 1. | <u>Report of the Senate Executive Committee</u> | Page 24 |
| 2. | Report of the Senate
Planning and Priorities Committee | |

The Chair will make an oral report on the Committee's activities.

IX REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS

- | | | |
|----|---|----------|
| 1. | <u>Report from the Faculty Council of Environment
Regarding a Permanent Name for the Faculty</u> | Page 25 |
| 2. | <u>Report from the Faculty Council of Graduate
Studies on the Proposal to introduce
a Master of Arts in School Psychology</u> | Page 26 |
| a. | <u>Report of the Senate Planning
and Priorities Committee</u> | Page 98 |
| 3. | <u>Report from the Faculty Council of Human
Ecology on the Proposal to Introduce a
Bachelor of Science (Textile Sciences)</u> | Page 101 |
| a. | <u>Report of the Senate Planning
and Priorities Committee</u> | Page 146 |
| b. | <u>Report of the Senate Committee on
Curriculum and Course Changes</u> | Page 148 |
| 4. | <u>Report of the Senate Committee on Nominations</u> | |

This report will be distributed at the meeting.

X ADDITIONAL BUSINESS

XI ADJOURNMENT

Please Call Regrets to 474-6892.

/cdak



UNIVERSITY
OF MANITOBA

Faculty of Medicine

October 20, 2004

Office of the Dean
Rm 260 Brodie Centre
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Mr. Jeff Leclerc
Acting Secretary
313 Admin Bldg.
Fort Garry Campus

Dear Mr. Leclerc:

Re: Senate Committee Approval for Registration
and Licensure of Dr. Michael Salman Under
Section 64 of the Medical Act

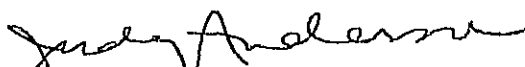
The Senate Committee on Medical Qualifications met on Tuesday, October 19, 2004 to consider the above. All members (Dr. J. Anderson, Chair, Dr. Karen Grant Dr. W. Pope, Dr. S. Barakat and Dr. B.W. Kirk) were present except for Dr. Alecs Chochinov who had previously reviewed and approved of the recommendation.

Dr. Salman is an excellently trained, experienced pediatric neurologist who has received enthusiastically positive letters of reference from senior academic physicians at the University of Toronto and the Hospital for Sick Children in Toronto. Dr. Salman has a very strong academic focus.

In view of the above, and a review of his C.V., his letters of reference as well as a telephone interview by myself of Dr. Michael Salman on October 7, 2004, the committee unanimously approved Dr. Salman's registration and licensure under Section 64 of the Medical Act in the area of Pediatric Neurology.

Thank you for your consideration.

Sincerely,


J. Anderson, Ph.D.
Associate Dean (Academic)

Copy to: Dr. C. Rockman-Greenberg
Dr. W. Pope



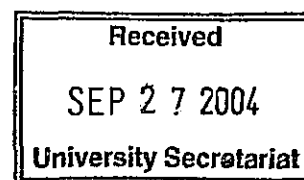
UNIVERSITY
OF MANITOBA

Office of the President

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 275-1160

24 September 2004

Ms Louise Gordon
Executive Director
Council on Post-Secondary Education
410 - 330 Portage Avenue
Winnipeg, Manitoba
R3C 0C4



Dear Ms Gordon,

**Statement of Intent:
Ph.D. in Architecture**

On behalf of The University of Manitoba, I am pleased to submit the attached Statement of Intent to establish a new Ph.D. program in Architecture with specializations in Planning and in Design.

The objectives of this new program are to support advanced research and study in the planning and design disciplines, to promote advanced research of the built and natural environments, to complement the interdisciplinary structure of the Faculty of Architecture, and to support the Faculty in its quest to be a world class planning and design institution.

The program will be offered in two specializations, one with a Design focus and one with a Planning focus. The former will be unique in Canada because the Faculty's structure is unusual in North America, consisting as it does of four existing design disciplines (architecture, city planning, interior design, and landscape architecture). The specialization in Planning will serve a special niche through its interdisciplinary links to design disciplines and its focus upon planning scale matters.

In the first two years, enrolment will be limited to four students but over time this number would increase to eight. It is anticipated that students from Manitoba and elsewhere in Canada will be attracted to this new program. Graduates are expected to be employed in industry and in private practice, not only in Manitoba but throughout the country. As well, graduates are expected to compete for academic positions in Canada.

The resource needs of this new program are relatively modest, and will be met from within the University's operating budget. Accordingly, we do not require additional financial support from COPSE.

My colleagues in Architecture and I would be pleased to provide any additional other information your Council may require during its consideration of this Statement of Intent.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Richard A. Lobdell". The signature is fluid and cursive, with the first name "Richard" being more prominent than the last name "Lobdell".

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

cc Emőke J.E. Szathmáry, President
 Robert Kerr, Vice-President (Academic) and Provost
 Don Smyth, Acting Dean, Faculty of Graduate Studies
 David Witty, Dean, Faculty of Architecture
 Jeff Leclerc, Acting University Secretary

STATEMENT OF INTENT

Institution

- Brandon University
- ✓ University of Manitoba
- University of Winnipeg
- Collège Universitaire de Saint-Boniface
- Assiniboine Community College
- Keewatin Community College
- Red River Community College

Program Overview

- Program Name: Faculty of Architecture: Ph.D. (in Planning and Design)
- Credential to be offered: Doctor of Philosophy
- Does the program require accreditation from a licensing group?
If yes, name group
 - YES
 - ✓ NO
- Length of the program: _____ four _____ ✓ Years • Months • Semesters
- Proposed program start date: 01 / 09 / 05
Day/Month/Year
- Which department(s) within the institution will have responsibility for the program?
- This is an interdisciplinary Ph.D. and will the responsibility of the Associate Dean:
Academic
- As compared to other programs your institution will be proposing, the priority of this program is:
 - ✓ High
 - Medium
 - Low
- Is this a new program?
 - ✓ YES
 - NO
- Is this a revision of an existing program:
If YES, name program
What are the impacts of changing this program?
 - YES
 - ✓ NO
- Will the program be available to part-time students?
 - ✓ YES
 - NO
- Will this program have a cooperative education component?
If YES, how long with the field placement be?
- only part time after completion of their first year of study
 - YES
 - ✓ NO
- Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present?
Provide Details
 - YES
 - ✓ NO
- Will there be distance delivery options?
Provide Details
 - YES
 - ✓ NO
- Will this program be delivered jointly with another institution?
If YES, name the institution
 - YES
 - ✓ NO

- Are similar programs offered in Manitoba or other jurisdictions? ✓ YES •NO
If YES, indicate why this program is needed (e.g., area of specialization)

- There are no similar Ph.D. programs in Manitoba. Except for the University of Calgary Ph.D. in Environmental Design, there are no other similar programs in the region.

- What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

- Transfer of courses will be made on a case by case basis.

Specific Program Information

1. Program Description

- Describe the program and its objectives:

Purpose: The Ph.D. in the Faculty of Architecture is intended to complement the increasing research focus of the Faculty. Currently, the Faculty of Architecture has an undergraduate degree in Environmental Design and four graduate accredited professional degrees: Masters in Architecture, Masters in City Planning, Masters in Interior Design, and Masters in Landscape Architecture.

The Faculty of Architecture has continued to evolve into a strong teaching and research institution. The latter development requires that the Faculty provide advanced study and research opportunities for the design and planning professions. A Ph.D. (in Design and in Planning) offers an advanced research and study environment appropriate for a major research university. Quite simply, the primary rationale for this proposal is to bring the Faculty in line with other Faculties in our research university, and to address the increasing research and study needs of the planning and design disciplines.

Objectives

- to support advanced research and study in the planning and design disciplines;
- to promote advanced research of the built and natural environments;
- to complement the interdisciplinary structure of the Faculty; and
- to support the Faculty in its quest to be a world class planning and design institution.

- Provide an overview of the content to be taught in this program:

- The new program will be a Ph.D. with two streams: one with a Design focus and one with a Planning focus. Given the interdisciplinary structure of the Faculty of Architecture, the new Ph.D. program will serve the needs of the four design disciplines (architecture, city planning, interior design and landscape architecture) by focusing upon Design and Planning theory and research.
- The proposed Ph.D. will complement the emerging research focus of the Faculty. The Faculty of Architecture has developed a Strategic Research Plan that will place it at the forefront of Design and Planning research in Canada. A Ph.D. is required in order for the Faculty to fulfill its research mission and the mandate of the University of Manitoba.
- The Ph.D. with a focus on Design will be unique in Canada, in part because it will operate in conjunction with the four existing design disciplines within the Faculty (a Faculty structure not common in North America). The Ph.D. with a focus on Planning will serve a special niche through its interdisciplinary links to design and focus upon planning scale matters.

2. Enrollment

- What is the program's initial projected enrollment?

Enrollment will be limited to a total of 4 students in the first two years of the program and to a total of 8 students thereafter or until additional resources permit otherwise.

- What is the projected enrollment for the 2nd and 3rd years? As noted above.
- Describe the expected student profile?

Students who have a Masters degree in a planning or design discipline (architecture, planning, interior design or landscape architecture or equivalent related degree [e.g., industrial design, urban design]) and who have met the requirements of the Faculty of Graduate Studies will be eligible for consideration to the program. Students who possess a Masters degree in another field outside of the Design and Planning disciplines may be considered if they have an undergraduate degree in planning or a design discipline and have an accumulated grade point average of 3.75 in their Masters degree. Preference will be given to candidates who have distinguished themselves in professional practice and/or professional education, and have demonstrated interdisciplinary experience and/or knowledge.

3. Labour Market Information

- What labour market need is the program expected to meet?

A Ph.D. (in planning and design) will provide opportunity for professional architects, interior designers, landscape architects and planners to pursue advanced research degrees and expand planning and design knowledge in professional practice and related industry. The availability of a Ph.D. in design will facilitate expansion of research in industry and manufacturing, both of which are critical to Manitoba's economy.

- Are there currently jobs in Manitoba in this field? ✓ YES •NO
If yes, where (geographic location and industry)?

Graduates are expected to fill needs of industry and consulting practice. Some may take teaching positions at the University of Manitoba. Some will fill research chairs that will very likely become available as the design agenda is expanded.

- What is the future job forecast for individuals with this education/training/credential?

Excellent. There are few places where Canadians are able to obtain a Ph.D. (in design) and only a few where a Ph.D. (in planning) is available.

- How does this program fit with Manitoba's stated economic, social and other priorities?

It supports the area of design innovation in industry and manufacturing and will provide an opportunity to expand interdisciplinary design research with engineering and other disciplines.

- What agencies, groups, institutions will be consulted regarding development of the program?

The design and planning professions will be consulted.

- Is there any other information relevant to this program?

No.

4. Financial Information

There are no proposed new costs for COPSE.

③ Projected Program Costs: Salary -
 Operating -
 Capital -
 Total cost -

③ Projected Program Revenue: Tuition
 Other_
 Total revenue:

Submitted by:
David R. Witty, Ph.D., MRAIC, FCIP

Name (print)
Dean, Faculty of Architecture

Position


Signature

August, 15, 2004

Date

13 October, 2004

Report of the Senate Executive Committee

Preamble

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

Observations

1. Speaker for the Executive Committee of Senate

Professor John Page will be the Speaker for the Executive Committee for the November meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. R. Lobdell, Acting Chair
Senate Executive Committee

Terms of Reference: *Senate Handbook* (Revised 1992), Section 9.

/jml

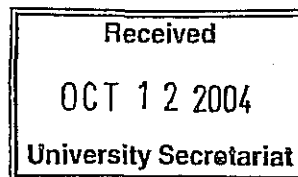


UNIVERSITY
OF MANITOBA

Faculty of Environment

204 Isbister Building
Winnipeg, Manitoba
Canada R3T 2N2
General Office (204) 474-7252
Fax (204) 275-3147

MEMORANDUM



DATE: 12 October 2004

TO: Jeff Leclerc, Acting University Secretary

FROM: Leslie King, Dean, Faculty of Environment

RE: Naming the Faculty

This is to advise you that our Faculty Council met this afternoon to consider the recommendation of the Ad Hoc Committee on Naming the Faculty for a permanent name of the Faculty. A vote was taken and the proposed name "Faculty of Environment, Earth and Resources" was approved.

I am pleased to present this name to the Board of Governors and Senate for their approval.

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



UNIVERSITY
OF MANITOBA


Faculty of Graduate Studies

Professor Don Smyth
Acting Dean

500 University Centre
Winnipeg, Manitoba
CANADA, R3T 2N2
Phone: (204) 474-7207
Fax: (204) 474-7553
E-Mail: dsmyth@cc.Umanitoba.ca

MEMORANDUM

May 28, 2004

To: Mr. Jeff LeClerc, University Senate Office 310 Administration
From: Dr. Don Smyth, Acting Dean, Faculty of Graduate Studies 
Subject: MOTIONS FROM THE FACULTY COUNCIL COMMITTEE OF GRADUATE STUDIES:

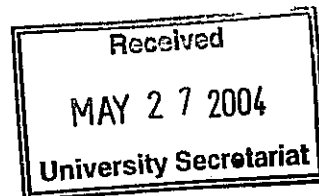
The following motion was passed at our Faculty Council meeting on May 20, 2004:

For Approval:

MOTION THAT the proposed Master of School Psychology be forwarded to Senate for approval.

/jc

atts.



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

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on graduate program proposals.

Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies (FGS) has the responsibility of considering new graduate program proposals and to make recommendations to FGS Council. PPC met on March 22, 2004 and made the following recommendation regarding the proposal of a Master of Arts program in School Psychology.

Observations

1. The proposed degree is a course-intensive non-theses based program. The unit does not have sufficient resources to offer a thesis-based route at this time.
2. The proposed curriculum was designed to meet the training criteria identified by the National Association of School Psychologists, the licensing guidelines for school psychologists in Manitoba and the areas identified in the Mutual Recognition Agreement of the Canadian Psychological Association.
3. The proposed program will address the current shortage of practitioners in the field.
4. The proposed program requires three additional faculty members, the funding for which is being requested from COPSE. If funding is not made available, the program cannot be delivered.
5. The proposed program was endorsed by the external review committee, concluding that the program will meet the current and future needs of the school systems in Manitoba.
6. The Library Support Statement indicated that the University of Manitoba Libraries "would have the resources to adequately meet the periodical research needs for this program. The monograph resources are inadequate... requiring additional one time funding of \$4182 to be provided by the Department of Psychology."
7. The proposal received support statements from the Faculties of Arts and Education, Student Records, the Office of University Accessibility, IST, the Winnipeg School Division, and the Manitoba Association of School Psychologists.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the Master of Arts proposal in School Psychology, subject to the required funding being approved by COPSE, to Senate for approval.

Endorsed by the Faculty Council of Graduate Studies May 20, 2004

Graduate Program Proposal:

Proposal to Establish a Program to Train School Psychologists

A. Program Description

1. Rationale, objectives, and features

I. *Clearly state the rationale for the program.*

We propose to develop and offer a program to train school psychologists to provide psychological services in schools in Manitoba. School psychologists provide essential services to Manitoba's school children and their families. These include the assessment of learning and emotional difficulties, intervention and treatment with individual students, and consultation with parents and teachers. The current shortage of school psychologists will soon become more problematic, with a sizable percentage of current practitioners becoming eligible for retirement in the next few years [see the letter sent by the Winnipeg School Board to the Honourable Diane McGifford (Attachment J) and the letter sent from the President of the Manitoba Association of School Psychologists to the Head of the Department (Attachment M)]. We see the Department of Psychology as ideally positioned to offer a program to train school psychologists. The University of Manitoba has the only clinical psychology program in the province. It is accredited by both the Canadian and American Psychological Associations. Our faculty members possess expertise in a wide range of clinical psychology specialties. In addition, we are highly motivated to create and host a first-rate, coherent, integrated program that will graduate excellent practitioners who will provide high-quality educational and mental health services to the children of Manitoba.

II. *Clearly state the objectives of the program.*

Mission Statement: Consistent with the mission statements of the University of Manitoba and the Department of Psychology, the mission of the School Psychology Program is to graduate school psychologists who meet the highest standards of excellence in relevant knowledge, skills, ethics, and professionalism. These goals will be achieved through the application of high standards to the following processes: recruitment and admission; education, training, and supervision; and evaluation. Throughout the program special attention will be given to the diversity and special needs of students in Manitoba.

Our objectives are

1. To provide excellent training in the basic principles and practices of psychology. This includes intensive training in various theoretical perspectives (e.g., biological, cognitive, social, etc.) regarding the development of positive mental well-being and the etiology and treatment of

psychological disorders. It also includes expertise in assessment and measurement and the evaluation of prevention and treatment programs. It includes course content focussed on instructional processes and school systems. Part of this content will be provided through the offering of courses by the Faculty of Education and part by the inclusion in other courses of specific modules focussed on topics such as cognitive, emotional, and behavioural issues related to classroom experience. The proposed curriculum includes two supervised practica for the development of skills in assessment and intervention. The intent is to provide training that will give students basic knowledge and skills in core areas of psychology and to train them to use this knowledge and these skills in a school environment.

2. The program will be organized such that it progresses from the general to the specialized, the basic to the complex, and the theoretical to the practical.

3. The program will be tailored to develop the necessary competencies listed by the National Association of School Psychologists (Attachment B). This will necessitate the development of new courses and the redesigning of existing courses.

4. The program will meet the specific requirements for registration and licensing for school psychologists in Manitoba. In addition, the program will incorporate training in areas identified by the Canadian Psychological Association Mutual Recognition Agreement. These are interpersonal relationships, intervention and consultation, research, ethics and standards, and supervision. This is a common set of competencies that is required for training programs and licensing requirements across the country. This training ensures that our program matches or exceeds the requirements of other programs in Canada and facilitates licensing of our graduates in other jurisdictions.

5. Special attention will be paid to the diversity that characterizes the student population in Manitoba. For example, courses will contain components that address issues such as unique aspects of living and learning in rural and urban environments, ethnic and cultural diversity (especially the needs of First Nations students), and the special needs of students who have physical, cognitive, or emotional/behavioural disorders.

III. Indicate how the program fits within the research/academic priorities of the unit and faculty/school.

This program fits well within the research and academic priorities of the Department of Psychology. Our department has a very positive national reputation for training scholars to deliver psychological services to the community. Our graduates serve the community in many different settings, including the psychological units of Manitoba hospitals, institutions such as the St. Amant Centre, the Manitoba Developmental Centre in Portage la Prairie, the Child Guidance Clinic, the Psychological Services Centre and the Counselling Centre (both at the University of Manitoba), and private practice. Our approach is to give our students a thorough understanding of psychological theory and research and the skills to apply that knowledge as experts in

assessment, prevention, and treatment. Our departmental council voted unanimously to pursue a proposal to train school psychologists. This proposal has also been approved by the Executive Committee of the Faculty of Arts.

IV. Highlight novel or innovative features of the program.

We are proposing to construct what we believe will be one of the best programs in Canada for training school psychologists. We are in the relatively unique position of designing a program from scratch instead of modifying an existing program to meet changes in the requirements of existing governing bodies. The schedule of courses was designed to meet the following three criteria: school clinician certification standards for the Province of Manitoba; competencies required by the National Association of School Psychologists, and the competencies outlined in the Canadian Psychological Association's Mutual Recognition Agreement. The report of the external reviewers (Attachment N) noted that, compared to programs at other Canadian Universities, this program offers some unique features such as a significant emphasis on social, emotional, and personality assessment; focus on working relationships between school psychologists, families, schools, and community systems; both a junior and senior practicum; training in program evaluation; and a focus on diversity that the examiners characterized as "an innovative and highly important aspect of the proposed program."

2. Context

I. Indicate the extent to which the program responds to current or future needs of Manitoba and/or Canada.

This program is a direct response to the current and future needs of Manitoba. The need for such a program is already high and is increasing rapidly. About one third of practising school psychologists in Manitoba are eligible for retirement. Since the discontinuation of the program offered by the Faculty of Education, there is no program in place to fill these needs. Job prospects for our graduates are very good, not only in Manitoba but also in Saskatchewan and Northern Ontario. Recent emphasis on prevention and early intervention with children and youth supports the need for school psychologists who will have the expertise to identify mental health and academic problems early on and devise appropriate, timely intervention strategies. This approach will save the province resources in the long run (by dealing with these problems before they become severe enough to require more intensive and costly supports and interventions) and, more importantly, will also enhance the quality of life for young Manitobans.

II. What are the particular strengths of the program?

There are several strengths to this proposed program. It is tailor-made to teach students the competencies identified as vital by the National Association of School Psychologists. It contains several components designed to meet the diverse environments and needs of Manitoban students.

It is built on our department's tradition of basing practice on a thorough understanding of research. It has a combination of classroom-based learning of theory and research and experience-based learning of assessment and intervention skills.

III. *What will outsiders know the program for in terms of areas of concentration or specialization?*

This program is general in nature in that it aims to give students training that will allow them to be effective for students with diverse needs in diverse environments. Some elements of specialization are incorporated, such as helping students with special needs. Nevertheless, the emphasis is on generalization, not specialization.

IV. *Indicate the extent to which the program extends or uses existing programs at the University of Manitoba as a foundation.*

We propose to take advantage of the expertise that already exists in the Department of Psychology and in the Faculty of Education. For instance, some of the courses will be adapted from existing Psychology courses, but modified to fit this program. We have clinical psychologists who have considerable expertise in areas such as cognitive and emotional assessment, and will use that expertise to construct courses in assessment of school-aged populations. We also have experts in areas such as autism and Attention Deficit and Hyperactive Disorder. We will capitalize on that expertise in developing courses for this new program. In addition, the Faculty of Education will collaborate on this program by offering courses dealing with development in learning environments and working with family, school, and community systems and by supervising student practica.

V. *Indicate the extent to which the program enhances co-operation among Manitoba's universities.*

We propose to offer in-school practica in both rural and urban environments. Brandon University has expressed an interest in a school psychology program. We hope to recruit some of their faculty members to supervise practica in that area of Manitoba, but those arrangements await approval of the proposed program.

VI. *Indicate the extent to which the program is likely to enhance the national/international reputation of the University of Manitoba.*

This is designed to be one of the best school psychology programs in the country. The curriculum is designed to meet all of the requirements of the National Association of School Psychologists. We are seeking to hire faculty members who are accomplished researchers. At a recent meeting at the annual convention of the Canadian Psychological Association, our proposed program elicited strong interest and support from members of school psychology programs at other Canadian universities. As such, this program is likely to enhance the reputation of the University of Manitoba.

3. Specifics

I. Program Description

a) *Admission requirements.*

The admissions criteria and process will be similar to those for the other graduate programs in the Department of Psychology. Components taken into consideration include undergraduate grade-point average, scores on the Graduate Record Examination (Quantitative, Verbal, and Subject tests), and letters of reference. The majority of students admitted to our current graduate program have an honours undergraduate degree.

Students who have not completed a 4-year honours degree in Psychology, or lack sufficient background in Psychology, may be eligible for admission to a “pre-master’s” program. Students who successfully complete the pre-master’s program may be given priority in the selection process, provided there are sufficient resources to accept students into the program, and the students’ academic performance in the pre-master’s is competitive with other applicants to the program.

The pre-masters program is designed to ensure that students enter the graduate courses with sufficient depth and breadth of undergraduate training to be able to assimilate the material they will encounter. For example, undergraduate training in cognitive psychology facilitates their learning about various kinds of learning disorders (such as dyslexia); training in abnormal psychology facilitates their learning about social and emotional disorders. Essentially this means that they will need to have courses from the five breadth areas listed in the calendar (personality/social, developmental, learning, cognitive, and biological), a senior undergraduate assessment course, and an undergraduate research thesis. We anticipate that many students will have some but not all of these background requirements. In their pre-masters phase of the program, they will only have to “make up” courses they do not have. For example, students from Education may well have courses in Developmental Psychology and other areas that will fill some of the requirements for breadth, and thus will not have to take a full load of pre-masters courses. Students with a Master of Education degree will not have to complete an honours thesis. We expect and encourage applications from students other than those graduating from the honours program in psychology. This includes graduates from the Faculty of Education and other faculties.

We anticipate admitting an average of eight to ten students per year. A “special admissions” process similar to that used by the clinical psychology area will be instituted. According to that process, First Nations’ students who meet the minimal requirements set by the Faculty of Graduate Studies are eligible to be admitted in this category. We anticipate admitting up to two students per year in this category, but the actual numbers will vary according to need and demand.

We are interested in admitting students who:

- a) have a strong academic background
- b) have excellent written and oral communication skills
- c) have excellent social and interpersonal skills
- d) have a strong interest in working with children and adolescents and are committed to the profession of school psychology
- e) are energetic and have excellent work habits
- f) are willing and able to abide by professional codes of ethics and standards.

These qualities will be assessed by transcripts, interviews, letters of reference, samples of written work, and a criminal record check.

b) *Course requirements.*

We have designed a non-thesis, Masters degree program that requires two years (60 credit hours) of full-time on-campus study (assuming a student enters the program with an honours degree). There are 60 credit hours of study.

The schedule of courses was designed to meet the following three criteria: school clinician certification standards for the Province of Manitoba; competencies required by the National Association of School Psychologists, and the competencies outlined in the Canadian Psychological Association's Mutual Recognition Agreement. Attachment A lists the criteria for certification in Manitoba and the courses designed to meet those requirements. Attachment B lists the competencies required by the National Association of School Psychologists and the courses that will teach those competencies. Details of the curriculum are described in the document titled "Proposed Program of Study" (Attachment C). Specific course titles, numbers, and descriptions are also attached (Attachment L). Note that there will be two supervised practica in field settings.

c) *Evaluation of students' procedures.*

All courses will use the standard letter-grade evaluation process. The comprehensive examination and the two practica will be evaluated on a pass/fail basis as are the practica taken by graduate students in clinical psychology. Practica evaluations will be based on students' written reports and the reports of their supervisors. There will be ongoing monitoring and evaluation with regard to ethical standards and standards of professional suitability.

d) *Thesis, practicum or comprehensive procedures and regulations.*

There will be no research thesis such as exists in our current MA or PhD programs. There will be a comprehensive examination in the second year that involves an extensive literature search and integration of existing research on a specialized topic. Students will be required to complete two in-school practica. The expectations and duties associated with those practica will be spelled out in a contract to be signed by the student, the director of the program, and the practicum

supervisor (as is the case in our Clinical Psychology Program).

The points made by the external evaluators regarding the limitations of a non-thesis program are well taken. It would be ideal if we were able to offer a research thesis option in addition to the comprehensive examination (non-thesis) option. We do not have the resources to do that at this time. Students completing a research-based graduate degree will need to have individual faculty advisors. Our department is currently stretched to the limit when it comes to serving the needs of our existing graduate students. We would like to find a way to offer a thesis option to those students who intend to go on to a doctoral degree in School Psychology. This is something we will work on in the next few years.

e) Ability to transfer courses into the program

Students will be allowed to transfer course credits into the program provided that the content of those courses closely matches the content of our courses. The procedure will be similar to that used in our clinical psychology program. Following a student's application for transfer credits, the courses are evaluated by the instructor who teaches the equivalent course here, and a final decision regarding equivalency is made by the members of the program.

II Credential

a) Rationale for the name

The degree to be offered will be a Master of Arts in Psychology. This is the only credential we are authorized to offer.

b) An indication of whether the credential is offered under the same name, similar or different names elsewhere.

At other Canadian universities, the credential offered depends on the faculty hosting the program. For example, at the University of Calgary, the University of Alberta, and the University of Saskatchewan the credential is a Master of Education. At McGill University and OISE the credential is a Master of Arts.

d) An indication of whether accreditation for the new degree is required by an external body.

Accreditation is not required but will be sought as an ongoing quality assurance mechanism through the National Association of School Psychologists.

4. Projections and Implementations

I. Provide a sample program listing for a typical student in the program and a timeline for completion of their studies leading to the credential proposed.

The program of studies and the typical time-line are described in pages 5 and 6 of the "Proposed Program of Study" (Attachment C).

This is a Masters degree program that requires two years of full-time on-campus study (assuming that the student enters the program with an honours degree or equivalent). Once the program is established, we would like to develop a half-time program that will allow students to complete their training in four years.

II. Estimate the enrolment for the first 5 years of the program and provide the evidence on which the projection is based.

We intend to admit 8 to 10 students a year (including up to two "special admissions" students). This is based on the demand for school psychologists in Manitoba and bordering provinces, combined with the fact that a large percentage of the practising school psychologists are already eligible for retirement. Discontinuation of the program offered through the Faculty of Education has meant that there is no program close by that can fill these needs. Student demand for existing professional training programs, such as our clinical psychology program, remains high. The clinical program receives about 75 applications annually (for 5 or 6 admissions slots). In the past year we have already received several enquiries from interested undergraduate students seeking a career in school psychology.

III. State whether there is an intent to provide some aspects of the program through distance education.

At this point we have no definite plans to offer courses through distance education, although we are open to considering this possibility once the program is established and running smoothly.

IV. Provide a schedule for implementation.

This program will require three academic appointments. We propose to hire two academics to start in July of 2005 (so we will need to start advertising for those positions in the fall of 2004). The first classes will start in September 2005. The third academic will be hired to start on July 1, 2006.

B. Human Resources

1. Faculty.

In order to offer this program we need three new full-time tenure-track faculty positions. We propose to hire one academic at the Associate Professor level (we will try to attract someone who has experience in administering a School Psychology program) and two at the Assistant Professor level. The duties of the academic staff will include teaching, research, administration of the program, service to the department, faculty, and the University. It will also include liaison with practicum students and their supervisors. We propose to hire the first 2 faculty members to

start on July 1, 2005. The third faculty member will be hired to start on July 1, 2006. The nominal teaching load of these academics will be five half-courses per year, the same as the rest of the Faculty of Arts. We need three academics for this program in order to teach the full curriculum because, like any other academics in the Faculty of Arts, these faculty members would be eligible to receive teaching reductions for administration and for research, if they hold a major external research grant. In addition, they would be eligible for research/study leave according to the terms stipulated in the UMFA contract. We refer you to the external review in which the evaluators characterized the requested funding as "reasonable but barely sufficient to maintain and sustain the quality of the program proposed."

Oversight of this program will be included in the duties of the Head of the Department of Psychology, the Associate Head for Graduate Studies, and the Director of Clinical Training. The reviewers made a very important point about the involvement of stakeholders in the oversight of the program. We propose the formation of a steering committee to provide advice to the Head of the Department of Psychology and the Administrator of the program. Membership will consist of representatives from the Department of Psychology, the Faculty of Education, the Manitoba Association of School Psychologists, the Student Services Administrative Association of Manitoba, the Child Guidance Clinic, School Divisions from Winnipeg and from other regions of the province, the Manitoba Association of School Superintendents, the Manitoba Association of School Trustees, the Manitoba First Nations Educational Resource Centre, the Manitoba Association of Parents and Teachers, the Learning Disabilities Association of Manitoba, and possibly other groups. Consistent with the external report, this committee will (1) advise on ways to carry out the program proposal; (2) advise on ways to connect the program with the Manitoba education system; and (3) advise on ways for sustaining and enhancing resources for the training program. In addition, we would like to have a representative from the Faculty of Education on the committee that hires the three faculty members for this program. Committee members will be responsible for consulting with their own constituencies. It is important for these constituencies to know that their advice is being considered seriously by those responsible for developing and overseeing the program (namely the Head of the Department, the Administrator of the program, and departmental and faculty councils).

2. *Support Staff.*

One full-time support staff person is needed to perform the various clerical duties associated with offering a program of this size. Some additional support staff help is available from the Psychology office. Technical support will be provided from existing resources in the Department of Psychology.

3. *Other.*

Direct supervision of the in-school practica will be provided by certified school psychologists working in the various schools. Administrators of the Child Guidance Clinic have already volunteered to participate in the supervisory process. Oversight of this supervision will be

provided by the three faculty members in the Program and by some of the members of the Faculty of Education.

C. Physical Resources

1. *Space.*

Three faculty offices and one support staff office will be needed. These four rooms have been tentatively allocated from the offices currently in the Department of Psychology at the University of Manitoba. Student carrels will be provided from existing space in the department. Research laboratory space for the faculty members will be provided from the existing space in the department (renovation of the current space is already planned).

2. *Equipment.*

I. Teaching. The Department of Psychology (and the Psychological Services Centre) will provide the space and technology needed for teaching. We will need to purchase several kinds of assessment kits for training purposes. These include tests such as the WISC (4) for assessing general intelligence, the Woodcock-Johnson scale for assessing learning disabilities, and some tests for assessing psychological/emotional well-being.

II. Research. The Dean of Arts provides "start-up" funds for new faculty members in order to facilitate their research programs. This usually amounts to \$10,000 spread over the first two years. The Dean also provides each new faculty member with an office computer, and funds to upgrade these computers every few years.

3. *Computer.*

The department has two state-of-the-art computer facilities available for the students. A fifty-room computerized classroom is available when classes are not scheduled. A dedicated 4-computer laboratory (along with a printer) is available to the graduate students. An additional computer will be needed for the office assistant. A 'resource implication' statement from the Director of Information Services Technology is attached (Attachment E).

4. *Library.*

Many of the journals required to support this program are already subscribed to by the

University. Some new books will be required. The library's assessment of resource implications is attached (Attachment K).

D. Financial Resources

1. *Delivery Costs.*

A detailed budget plan is attached (Attachment D).

2. Students will be eligible for the same bursaries and scholarships (e.g., the University of Manitoba Graduate Fellowship) available to other students in psychology. In addition, the Dean of Arts has made available several fellowships through the Faculty. We will provide teaching assistantships to supplement their income.

List of Attachments:

- A. Province of Manitoba Certification Standards
- B. National Association of School Psychologists Competency-relevant Courses
- C. School Psychology Proposed Program of Study
- D. Tentative Budget
- E. Resource Implication Statement from Gerry Miller, Director of Information Services and Technology
- F. Resource Implication Statement from Peter Dueck, Director of Enrolment Services
- G. Resource Implication Statement from Neil Marnoch, Director of Student Services
- H. Letter of Support from Dr. John Wiens, Dean, Faculty of Education
- I. Letter of Support from Dr. Fred Shore, Executive Director, Office of University Accessibility
- J. Copy of a letter from Lori Johnson, Board Chair, Winnipeg School Division to the Honourable Diane McGifford, Minister of Advanced Education
- K. Library Support Statement
- L. Proposals for Course Introductions
- M. Letter of Support from the Manitoba Association of School Psychologists
- N. External Review Committee Report

Attachment A

Manitoba Certification Standards

<u>Requirement</u>	<u>Courses</u>
Therapy techniques (6 hours)	Child Intervention Adolescent intervention Family therapy
Psychological Assessment (6 hrs)	Cognitive/academic (child) Personality/emotional/social
Human development	Undergraduate pre-requisite, plus child or adolescent development not aging
Abnormal (3 hours)	Child Psychopathology
Behavior disorders & behaviour management (3 hours)	Applied Behavioural Analysis
Learning disabilities and disorders (3)	Theory and research on LDs
Research (3 hours)	Statistics
Learning and cognition (3)	Educational psychology
Community Psych (3)	Community Psychology
Practica	two

Attachment B

NASP Competency Relevant courses

2.1 Database decision-making	Assessment Intervention Measurement Child Psychopathology
2.2 Consultation/collaboration	"Delivery of mental health services in schools"
2.3 Effective Instruction & development of cognitive/academic skills	Educational Psychology Foundations course
2.4 Socialization & development of life skills	Human development Assessment
2.5 Student diversity in learning	should be addressed in several courses (human development, learning, assessment) Aboriginal culture
2.6 School & systems organization, policy development and climate	"Delivery of mental health services in schools"
2.7 Prevention, crisis intervention, mental health	Child psychopathology Child Intervention
2.8 Home/school/community collaboration	Family therapy Community Psychology
2.9 Research & Program Evaluation	Statistics Community Psychology Measurement
2.10 School Psychology Practice	Professional Issues course covering: Ethics & legal issues History & Foundations Public policy Service models & methods
2.11 Information Technology	Covered in other courses (Assessment – automatic report technology)

School Psychology
Proposed Program of Study

Model

Because of the intensive professional training goals of the program, a course-intensive, candidacy-based Masters degree (rather than thesis-based Masters) was identified as the most appropriate approach. The program would involve 60 credit hours of course work over two years of full-time study, including nine credit hours of practica – a three-credit-hour junior practicum and a six-credit-hour senior practicum, and candidacy exams written/submitted each summer.

Beyond this terminal Masters, students wishing to pursue an applied Ph.D. may apply as external applicants to the Clinical Ph.D. program (admission is competitive, not guaranteed). Clinical Program faculty would determine the number and types of school psychology courses and/or practica that would count towards clinical program requirements.

Program Design

The proposed curriculum represents a "state of the art" Masters program in School Psychology. Courses and practica were designed to ensure that graduates would possess the competencies identified as necessary by the National Association of School Psychologists (NASP, 2000), and meet the certification requirements for certification as a school psychologists in Manitoba and Ontario.

Throughout the curriculum, special emphasis has been placed on addressing the distinctive characteristics of the school-age population in Manitoba and the philosophy of inclusive learning that has been adopted in Manitoba. Thus, the curriculum includes instruction on the learning and educational and psycho-social needs of children with cognitive and medical disorders that affect their learning (e.g., autism, fetal-alcohol exposure), on the assessment, diagnosis, and remediation of academic learning difficulties (e.g., dyslexia) and psychological disorders (e.g., social anxiety, depression, aggression). Furthermore, in addition to learning rigorous scientific approaches to psychological assessment and intervention that are well-established and cost-effective, students will learn how to modify or adapt these procedures for special populations or where cultural factors warrant it (e.g., first-nations students).

Many of the courses proposed do not presently exist. Of those that do exist, there is uncertainty over how often the courses are offered. Accordingly, this curriculum proposal must be viewed as a blueprint for negotiations with relevant faculty members in the Psychology department, the Faculty of Education, and in other domains (e.g., Child Guidance Clinic) in order to secure the agreements that will assure the availability of required courses on an ongoing basis.

The curriculum is designed to be sequential, graded in complexity, and to be cumulative. This means that students must adhere to the program sequence and that the required courses must be taught according to the schedule. The only flexibility in the program concerns the content of the two elective courses, which students may fulfill by choosing

from a menu of options. No guarantees can be made about which electives will be available in any given year. Students may apply to the School Program director for permission to fulfill elective requirements through courses that are not listed on the elective menu (e.g., Current topics courses).

Practica

The practica experiences will be focused on applied activities, working intensively with a school psychologist and another student in the program in a school-based setting. The aim is to encourage the development of team-building and team-activity skills, including meeting with, taking information from, and working with teachers, principals and other health- and child-care professionals as well as parents.

- The initial three-credit-hour practicum is scheduled for the winter (second) semester of the candidate's first year, and will focus primarily on assessment activities. The candidate would be paired with a senior practicum student, enrolled in the second year of the program, who will provide feedback to the junior candidate as a consultant/supervisor.

The second six-credit-hour practicum will take place in the winter (second) semester of the candidate's second year, and will be intervention-based. Practicum activities will include consultation, planning, and implementation of intervention plans. The candidate will act as a supervisor of a junior student in the first practicum as described above, and will interpret information collected by the junior student, and other data provided by school authorities, to develop a plan of intervention and implement that plan for the case. The senior student will be responsible for the full case. Both practica would be supervised by an on-site school psychologist.

Minimum requirements for the first practicum include:

- 150 hours of involvement (at least 50 hours of which must involve face-to-face work with children; 25 hours of supervision with school psychologist)
- completion of a minimum of 5 assessments

Minimum requirements for the second practicum include:

- 300 hours of involvement (at least 100 hours of which must involve face-to-face work with children and/or parents, teachers, and principals; 50 hours of supervision with school psychologist)
- supervision of one junior practicum student
- design and execution of 5 integrated assessment/intervention plans
- preparation of complete assessment and intervention reports (and presentation to team members)

Assumptions

Students are admitted with an honours degree in psychology. Their undergraduate preparation includes upper-level coursework in the following areas:

- Biological bases of behaviour (e.g., psychophysiology, neuropsychology, psychopharmacology)
- Cognitive-affective bases of behaviour (e.g., memory, cognition, perception, learning, emotion and motivation)
- Social bases of behaviour (e.g., social psychology, psychology of groups, cross-cultural psychology)
- Individual differences (e.g., personality, abnormal, developmental)

Students who are lacking in any of these areas may complete a pre-Master's year or use a second-year elective to remediate their background.

Program of Study: Year 1

Year	Fall	Winter ²	Summer
1	(6) ¹ Ethics, History, and Profession of School Psychology (NEW faculty)		Candidacy I <ul style="list-style-type: none"> Develop a plan for assessment/consultation clinic in rural Manitoba Discuss how diversity issues may influence the planning, implementation, and interpretation of a psychological assessment
	(6) Psychoeducational Assessment and Measurement (NEW faculty)		
	(3) Learning and Cognitive Impairment	(3) Junior Practicum (Assessment)	
	(3) Teaching Strategies, Learning Styles, and Academic Remediation	(3) Social, Emotional, and Personality Assessment of children/youth	
	(3) Family/School/Education Systems (Faculty of Education course - new)	(3) Child/Youth Psychopathology (R. DeLuca/W. Freeman?)	

Notes:

¹ Number of credit hours shown in parentheses² Summer candidacy assigned during Winter semester

Program of Study: Year 2

Year	Fall	Winter ¹	Summer
2	(3) Behavioural Assessment and Intervention in school settings (ABA staff? E.g., G. Martin's hon. Seminar course)	(6) Senior Practicum (Intervention)	Candidacy II: a. Data based decision making: integrative practice in principles, applications and case illustration b. Design a program evaluation
	(3) Intervention in the Early/Middle Years (W. Freeman/R. DeLuca?)	(3) Consultation & Supervision	
	(3) Intervention in Adolescence (D. Martin?)	(3) School Psychology Research Design and Program Evaluation (NEW faculty)	
	(3) 129.771 Development in Learning Environments (Faculty of Education course)		
	(3) Elective 1 (see list of eligible courses) a. Make up gap in background (e.g., neuropsychology, statistics), or b. Intervention and Assessment (e.g., Psychology of Assessment II – Projective Tests; Community Psychology I; Family Therapy; Cognitive Behaviour Modification; Behavioural Therapy; Verbal Psychotherapy)	(3) Elective 2: (see list of eligible courses) a. Reading course to prepare for candidacy, or b. Second elective 1 choice	

COURSE DESCRIPTIONS

Note: Unless otherwise noted, all courses are new courses, are 3 credit hours, and are to be offered annually in the same semester in order to preserve the sequential training goals of the program.

Ethics, History, and Profession of School Psychology

Core course – 6 credit hours, taken in first year of the program, offered annually. (Open only the School Psychology students).

Course examines ethical, professional, regulatory, and legal issues pertaining to the practice of school psychology. Study of relevant codes of ethics, standards of practice and professional guidelines as related to issues such as confidentiality, record keeping, consent, and professional boundaries is conducted in the first term in preparation for practicum second term. Professional issues examined include the roles and functions of school psychologists and legal issues include those arising from Acts pertaining to freedom of information, child and family services, and Individualized Education Plans. The history of school psychology, the organization of education systems, and issues pertaining to the delivery of psychological services delivery in educational settings are also examined.

NASP competencies:

- School Psychology Practice and Development

Manitoba Certification requirement

- No requirement

COPO requirements:

- Knowledge of all relevant ethical, legal and professional issues

ASSESSMENT COURSES

Skillful integration of information regarding children collected across multiple domains and contexts using a variety of instruments and procedures is essential in enabling school psychologists to gain the best possible understanding of children and youth referred for assessment. Therefore the following courses in assessment are required:

Psycho-educational Assessment

Core course, 6 Credit hours., taken in first year, offered annually.

Course provides students with an understanding of the historical developments in intelligence testing and the basic principles in psychological assessment and related measurement concepts. Throughout the course, the process of data-based decision making will be highlighted. This assessment course focuses on IQ, cognitive and

academic assessment. Tests include standardized cognitive assessment batteries, batteries assessing academic skills, and tests to assess specific academic skill areas such as reading, writing, mathematics, oral language and verbal comprehension. In depth, this course will teach the development of an assessment plan, the administration, scoring and interpretation of psychoeducational tests, and the communication of assessment findings.

NASP competencies:

- Data-based decision making

Manitoba requirements:

- 6 credit hours of psychological assessment

COPPO requirements

- Knowledge of intellectual assessment

Social, Emotional and Personality Assessment OR Socioemotional Assessment of Children and Youth

This course provides an overview of theory, research and the educational implications of social, emotional and personality assessment of children and youth. The course is designed to provide students with a theoretical framework for understanding and practical skills in assessing age-appropriate social and emotion-regulation competencies, as well as the relationship of normal personality variation to the expression of such competencies. The course will include exposure to a variety of methods in socio-emotional assessment, with an emphasis on best practices in assessment. Students will develop skills in the administration, scoring, and interpretation of selected measures and how they are integrated in written reports. Both nomothetic and idiographic approaches to data interpretation will be examined. Family and ecological assessment tools will also be examined. The integration of socio-emotional, personality, family and ecological assessment findings with other assessment findings, and the implications of socio-emotional assessment for clinical diagnosis and intervention planning will be addressed.

NASP competency:

- Data-based decision making

Manitoba requirements

- 6 credit hours of psychological assessment

COPPO requirements:

- Knowledge of social, emotional, and personality assessment

Learning and Cognitive Impairment

The course will examine a number of cognitive and medical disorders that have a direct impact on learning, such as pervasive developmental disorders (e.g., Autism), mental retardation, learning disabilities, fetal alcohol syndrome, reading failure, and ADHD. Emphasis will be on how these cognitive and medical symptoms are likely to manifest themselves in the classroom and affect learning outcomes. Consideration of modified and remedial instructional strategies will also be considered.

NASP competencies:

- Knowledge of mental health

Manitoba requirements:

- Knowledge of psychopathology (3 credit hours)

COPO requirements:

- Knowledge of developmental psychopathology
- Knowledge of impact of medical conditions on learning and behaviour

Diagnostic Interviewing and Psychopathology in Childhood. (Child/Youth Psychopathology)

Course examines mental health conditions, covering a range of internalizing and externalizing disorders in children and youth. Course also examines specific topics including child and adolescent substance abuse and suicide. Biopsychosocial and ecological models will be examined, as well as developmental issues in psychopathology and factors associated with risk and resiliency. Structured and semi-structured diagnostic interviews to assess psychopathology in children and youth will be examined.

NASP competencies:

- Knowledge of mental health

Manitoba requirements:

- Knowledge of psychopathology (3 credit hours)

COPO requirements:

- Knowledge of developmental psychopathology

Teaching Strategies, Learning Styles, and Academic Remediation (Academic and Cognitive Remediation)

Course provides an overview of basic theories of learning as applied to the understanding of effective classroom instruction. Knowledge of individual differences in learning and

principles of effective instruction will be applied to the development of effective interventions and curriculum adaptations for students with academic problems.

Behavioural Assessment and Intervention in school settings

This course will provide an understanding of how to conduct a functional analysis of behaviour to identify antecedents and consequences of target behaviours, and to use this information to devise individualized behavioural intervention plans. The course will focus on common types of problems found in classrooms including disruptive behaviour and social skills deficits. Interventions to foster adaptive skills will also be included. Both individual and group approaches to assessment and intervention will be considered.

NASP competencies:

- Data-based decision making
- Consultation and collaboration

COPPO requirements:

- Knowledge of behavioural assessment

Interventions for Problems in Early and Middle Childhood

This course examines empirically-supported interventions ranging from primary through tertiary prevention/intervention efforts directed at individuals, groups, and families, as well as classroom- and school-based intervention and prevention programs to promote a range of adaptive outcomes (e.g., social competence, positive peer relations) and intervene in a range of maladaptive pathways (e.g., development of internalizing and externalizing problems and disorders). (Prerequisite or co-required is Child Psychopathology).

Problems and Interventions in the Adolescent Years

This course examines empirically-supported interventions ranging from primary through tertiary prevention/intervention efforts directed at individuals and groups, as well as classroom- and school-based intervention and prevention programs to promote a range of adaptive outcomes (e.g., social competence, positive peer relations) and intervene in a range of maladaptive pathways (e.g., development of internalizing and externalizing problems and disorders). The course will address issues of particular relevance to adolescents such as how to engage the adolescent in treatment. Topics may include suicide, eating disorders, major depression, substance abuse, parent-adolescent conflict, sexuality concerns, and schizophrenia.

Also – see **Behavioural Assessment and Intervention** listed in Assessment Domain.

ASP competencies:

Prevention, crisis intervention, mental health

Manitoba requirements:

Therapy techniques – 6 credit hours

COPQ requirements:

Knowledge of counseling and early intervention techniques

Working with Family, School and Community Systems

New course to be offered by Faculty of Education

Course examines the development of intervention teams within the school and community settings, the development of collaborative family-school relationships to foster children's socio-emotional development and to maximize the child's development and educational success in school. Course also examines theory, research and procedures pertaining to interdisciplinary practice and different approaches to interagency coordination. The course also teaches skills for collaborating with others.

Consultation and Supervision

(Co-requisite – practicum) Open only to students in school psych.

This course will address the history, theories, models, and skills related to effective consultation and supervision. This applied course will be offered concurrently with the senior practicum in school psychology. Within the practicum students of this course will serve as consultants for a specific referral problem for which they will be responsible for conducting problem identification and analysis, and designing, implementing, and evaluating an appropriate intervention. Finally, the student will also serve as the junior supervisor of a first-year school psychology practicum student's assessment work on the same case.

DOMAIN – DEVELOPMENT

- addresses socialization and development of life skills (NASP competency area)

Development in Learning Environments (129.771 – existing course)

(From UM graduate calendar)

This course explores recent advances in developmental psychology as they apply to learning in classrooms and other education-related settings. Emphasis will be given to cognitive change, but motivation and social skill development will also be considered as they relate to cognitive development.

DOMAIN – RESEARCH AND PROGRAM EVALUATION

School Psychology Research Design and Program Evaluation (new course)*

The purpose of this course is to provide students with the knowledge and skills needed to understand, design, and conduct program evaluations. The course addresses the aims, theories, and methods of program evaluation, including research design and statistical techniques relevant to program evaluation.

*Note: 129.781 **Evaluating Educational Programs** may be taken in place of this course, if necessary, with permission of Program.

Candidacy Exams

Purpose: The purpose of the candidacies is to assess students' knowledge of material covered in the preceding year and to integrate this material.

Format and content: Candidacy exams will be conducted at the end of 1st and 2nd year in a take-home format. Candidacy problems will cover a range of applied problem areas. Sample questions are listed below:

First year	Second year
1. Develop a plan for assessment/consultation clinic in rural Manitoba.	1. Describe the principles of data-based decision making and illustrate with a case example (of your own).
2. Discuss diversity issues (cultural, disability) and how they influence practice in areas of psycho-educational assessment.	2. Design a program evaluation and discuss how it would be conducted and what obstacles to implementation and evaluation would likely arise.

Timing: Candidacies will be submitted on June 1.

Evaluation: Candidacies will be evaluated on a pass/fail basis. Students failing a candidacy examination (or any other course) will be advised of their status according to the Program's remediation and appeal policies.

Electives 1 and 2

Students are required to select two courses from the following menu to fulfill their elective requirements in the second year of the program. Note that students who enter the program without the equivalent of an undergraduate honours degree in Psychology may be required to use their electives to take courses that provide that equivalence or that meet the requirement for knowledge of the biological, cognitive-affective, or social bases of behaviour.

Eligible courses:

Any graduate psychology courses (with instructor's permission) including reading courses.

Faculty of Education courses (with Program and instructor's permission).

PROGRAM APPROVAL PROCESS--PROPOSAL FINANCIAL

INSTITUTION: UNIVERSITY OF MANITOBA, FACULTY OF ARTS, DEPARTMENT OF PSYCHOLOGY
PROGRAM REQUEST: SCHOOL PSYCHOLOGY M.A. PROGRAM

	2005-06 (1) FUNDING REQUEST YEAR 1	2006-07 (2) FUNDING REQUEST YEAR 2	2007-08 (3) FUNDING REQUEST YEAR 3	(4) 3 YR TOTAL AMOUNT PROGRAM FUNDING
DIRECT PROGRAM COSTS (NOTE 4)				
NUMBER OF POSITIONS				
HIRE 1 ASSOC. JUL. '05	1	0	0	
HIRE 1 ASSIST. JUL. 05	1	1	0	
NO. OF ACAD. POSITIONS (INCL. ABOVE)	2	1	0	
2.a. SALARIES (Yearly Baseline Costs)				
ASSOC. PROFESSOR JUL. 05 (\$75,000 & benefits)*	64,688	21,563	0	86,250
ASST. PROFESSOR JUL. '05 (\$55,000 & benefits)	47,438	15,812	0	63,250
ASST. PROFESSOR JUL. '06 (\$60,000 & benefits)	0	51,750	17,250	69,000
SESSIONAL INSTR. (7 X 3 HR/YR)	30,558	0	0	30,558
*Staff Benefits & Pay Levy costs are estimated at 15%.				
HONORARIA FOR SCHOOL PSY. SUPERVISORS	10,000	0	0	10,000
OFFICE ASSISTANT 4--JUL. 05 (\$35,000 & benefits)*	30,188	10,063	0	40,250
SPECIAL ACADEMIC (9 TAS X \$2000)	18,000	0	0	18,000
SPECIALIZED TESTS & EQUIPMENT	12,500	12,500	0	25,000
SUPPLIES, ETC.	10,500	0	0	10,500
TOTAL COSTS	223,870	111,688	17,250	352,808
2.b OPERATING				
ONE TIME START-UP COSTS	62,000	3,000	21,500	86,500
LIBRARY ACQUISITIONS	10,000	0	0	10,000
2.c. CAPITAL REQUIRED	INCL. ABOVE	0	0	0
(2) TOTAL ONE TIME PROGRAM COSTS	72,000	3,000	21,500	96,500
(3) CONTRIBUTION OR COST BEFORE INDIRECT COSTS (1-2)				
INDIRECT PROGRAM COSTS (NOTE 5)				
NUMBER OF POSITIONS				
4a SALARIES				
4b OPERATING				
4c CAPITAL (IDENTIFY)				
CAPITAL REQUIRED)				
4 TOTAL INDIRECT PROGRAM COSTS (4a + 4b + 4c)	0	0	0	0
PROGRAM REVENUE				
1.a TUITION FEES --2 YEAR M.A. PROGRAM	45,000	103,000	106,000	254,000
1.b. CONTRIBUTION FROM COLLEGE OR UNIVERSITY				
ACADEMIC CONTRIBUTIONS:				
SUPPORT STAFF CONTRIBUTIONS:				

PROGRAM APPROVAL PROCESS--PROPOSAL FINANCIAL

INSTITUTION: UNIVERSITY OF MANITOBA, FACULTY OF ARTS, DEPARTMENT OF PSYCHOLOGY
PROGRAM REQUEST: SCHOOL PSYCHOLOGY M.A. PROGRAM

	2005-06 (1) FUNDING REQUEST YEAR 1	2006-07 (2) FUNDING REQUEST YEAR 2	2007-08 (3) FUNDING REQUEST YEAR 3	(4) 3.YR. TOTAL AMOUNT PROGRAM FUNDING
--	--	--	--	---

and Other) that will be accommodated within the University's
current budget including additional tuition revenues.

OTHER:

4 OFFICES

20 GRAD. STUDENT CARRELS

6 LAB. ROOMS (18 X 12 FT. EACH)

9 CLASSROOMS EACH TERM

CARETAKING --PPM

LIBRARY FACILITIES USE, EQUIPMENT & BOOKS

1.b. CONTRIBUTIONS:

0

0

0

0

1.c. OTHER SPONSORS

1.d. OTHER REVENUE

(1) TOTAL DIRECT PROGRAM

45,000

103,000

106,000

254,000

REVENUE (1a + 1b + 1c + 1d)

PROGRAM FUNDING REQUEST

5. TOTAL NET PROGRAM
CONTRIBUTION OR (COST):

6. FUNDING REQUEST

BASELINE REQUESTED EACH YEAR:

223,870

111,688

17,250

352,808

BUDGET ONLY (START-UP)

72,000

3,000

21,500

96,500

TOTAL BASE & BUDGET REQUESTED:

295,870

114,688

38,750

449,308

7. ENROLLMENT: HEADCOUNT

10

20

20

20

8. TOTAL FULL-TIME EQUIVALENT
FTE ENROLLMENTS (NOTE 6)

0

0

2.86

2.86

9. TOTAL NET PROGRAM
CONTRIBUTION OR (COST)
PER ENROLLMENT (5/7)10. TOTAL NET PROGRAM
CONTRIBUTION OR (COST)
PER FTE ENROLLMENT (5/8)

ASSUMES FISCAL FUNDING APR. 1 TO MAR. 31 OF THE YEAR.

SCHOOLPSY2003.WB3

PREPARED BY J. STEWART



PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XA	Ethics, History, and Profession of School Psychology	6

ABBREVIATED COURSE TITLE (Maximum 15 characters) Ethics, History	SPECIFY PRE-REQUISITES (IF ANY) Co-requisite 017.7XR
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XA Ethics, History, and Profession of School Psychology (6). An overview of the fundamental concepts and issues of professional school psychology. Ethical, professional, regulatory, and legal issues pertaining to the practice of school psychology are examined. Also examined are the history of school psychology and the organization of educational systems. Co-requisite: 017.7XE

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology.



PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XB	Psycho-educational Assessment and Measurement	6

ABBREVIATED COURSE TITLE (Maximum 15 characters) Assessment	SPECIFY PRE-REQUISITES (IF ANY)
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XB Psycho-educational Assessment and Measurement (6). This course is designed to provide students with competencies in the basic principles of psychological assessment and related measurement concepts, highlighting the process of data-based decision making. Emphasis will be placed on how information from a variety of psycho-educational sources is used to identify profiles for planning intervention programs.

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology
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PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XC	Learning and Cognitive Impairment	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Learning	SPECIFY PRE-REQUISITES (IF ANY)
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XC Learning and Cognitive Impairment (3). An examination of cognitive and medical disorders that have a direct impact on learning, including learning disabilities, reading failure, mental retardation, Attention Deficit Hyperactivity Disorder, pervasive developmental disorders (e.g., autism), and fetal alcohol syndrome, and co-occurring conditions. Effective compensatory interventions and social, behavioural, and affective consequences will be emphasized.

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology.



PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XD	Teaching Strategies, Learning Styles, and Academic Remediation	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Teaching	SPECIFY PRE-REQUISITES (IF ANY)
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XD Teaching Strategies, Learning Styles, and Academic Remediation (3). This course provides an overview of basic theories of learning as applied to effective classroom instruction. Knowledge of individual differences in learning and principles of best practices in classroom instruction will be applied to the development of effective interventions and curriculum adaptations for students with specific academic problems.
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STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology
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PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XE	Junior Practicum in School Psychology	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Junior Pract.	SPECIFY PRE-REQUISITES (IF ANY) 017.7XA 017.7XB 017.7XG
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XE Junior Practicum in School Psychology (3). Supervised practice with school children in a field setting. Emphasis on development of skills in assessing intelligence, academic skills, and social-emotional difficulties, and on communication of findings to parents, teachers, and school administrators through written and verbal reports. Pre-requisites: 017.7XA, 017.7XB, 017.7XG

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology
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PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XF	Senior Practicum in School Psychology	6

ABBREVIATED COURSE TITLE (Maximum 15 characters) Senior Pract.	SPECIFY PRE-REQUISITES (IF ANY) 017.7XE 017.7XJ 017.7XK Co-requisite 017.7XL
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XF Senior Practicum in School Psychology (6). Supervised practice in a school setting. The focus is on development of skills relevant to case conceptualization, consultation, intervention, and supervision of junior practicum students. Pre-requisites: 017.7XE, 017.7XJ, 017.7XK, Co-requisite 017.7XL.

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology



PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XG	Social, Emotional, and Personality Assessment of Children/Youth.	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Social, Emotion	SPECIFY PRE-REQUISITES (IF ANY) Co-requisite 017.7XE
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XG Social, Emotional, and Personality Assessment of Children/Youth (3). An overview of theory, research, and the educational implications of social, emotional, and personality assessment of children and adolescents. A variety of methods are examined with an emphasis on empirically-supported practices in the assessment of psychopathology and socio-emotional functions. Co-requisite: 017.7XE

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology



PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XH	Child/Youth Psychopathology	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Child/Youth	SPECIFY PRE-REQUISITES (IF ANY)
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XH Child/Youth Psychopathology (3). This course examines mental health conditions, covering a range of internalizing and externalizing disorders in children and youth. Biopsychosocial and ecological models, risk and resiliency, and developmental and cultural issues are examined. Structured and semi-structured diagnostic interviews are reviewed.

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology



PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XI	Behavioural Assessment and Intervention in school settings	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Behav. Assess.	SPECIFY PRE-REQUISITES (IF ANY)
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XI Behavioural Assessment and Intervention in school settings (3). Behavioural management strategies and techniques for children and adolescents who present serious disruptive and/or emotional and behavioural disorders in schools. A wide range of assessment techniques and strategies are considered.

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology



PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XJ	Intervention in the Early/Middle Years	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Intervention	SPECIFY PRE-REQUISITES (IF ANY) 017.7XH
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XJ Intervention in the Early/Middle Years (3). This course examines interventions directed at individuals, groups, and families, as well as classroom- and school-based intervention and prevention to promote a range of adaptive outcomes and intervene in a range of maladaptive pathways. Pre-requisite: 017.7XH

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology
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PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XK	Intervention in Adolescence	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Adolescence	SPECIFY PRE-REQUISITES (IF ANY) 017.7XH
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XK Intervention in Adolescence (3). This course examines interventions directed at individuals, groups, and families, as well as classroom- and school-based intervention and prevention programs to promote a range of adaptive outcomes and intervene in a range of maladaptive pathways focusing on the adolescent years. Pre-requisite: 017.7XH.

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology
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PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XL	Consultation and Supervision	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Consultation	SPECIFY PRE-REQUISITES (IF ANY) Co-requisite 017.7XF-
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XL Consultation and Supervision (3). An examination of theories and models of school-based consultation and collaboration. Practice with techniques and procedures associated with effective consultation with teachers, school administrators, and parents. Co-requisite: 017.7XF.

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology

PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT Psychology	PREPARED BY Dr. G. Sande	DATE (mm/dd/yyyy) 11/14/2003
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
017.7XM	School Psychology Research Design and Program Evaluation	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) Research Design	SPECIFY PRE-REQUISITES (IF ANY)
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PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line

017.7XM School Psychology Research Design and Program Evaluation (3). This course provides students with knowledge and skills needed to understand, design, and conduct evaluations of intervention programs for individuals experiencing academic or behaviour difficulties in school contexts. The course addresses the aims, theories, and methods of program evaluation, including relevant research design and statistical methods.
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STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course will be offered as part of a new M.A. program in School Psychology
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EXTERNAL REVIEW COMMITTEE REPORT

GRADUATE PROGRAM PROPOSAL DEPARTMENT OF PSYCHOLOGY UNIVERSITY OF MANITOBA

PROPOSAL TO ESTABLISH A PROGRAM TO TRAIN SCHOOL PSYCHOLOGISTS: MASTER OF ARTS IN SCHOOL PSYCHOLOGY

FEBRUARY 23, 2004

Prepared by:

Jac J.W. Andrews, University of Calgary
Bill McKee, University of British Columbia

PROLOGUE

This report has been developed in accordance with the "Review Committee Assessment Guidelines" provided to the Review Committee by the Faculty of Graduate Studies, University of Manitoba. The major headings that have been utilized correspond with the stated guidelines. Our approach in this report was to address those aspects of each area of the review that we thought were most relevant. Our review is based on our site visit to the University of Manitoba, February 5th and 6th 2004, as well as from the program and course proposal documents we received from the Faculty of Graduate Studies.

BREADTH AND DEPTH OF CURRICULUM

The model of the proposed program is described as a course-intensive, non-thesis based Masters program in school psychology. Accordingly, courses and practicum were designed "to ensure that graduates would possess the competencies identified as necessary by the National Association of School Psychologists (NASP) and meet the certification requirements for certification as school psychologists in Manitoba and Ontario. Throughout the curriculum, special emphasis has been placed on addressing the distinctive characteristics of the school – aged population in Manitoba and the philosophy of inclusive learning that has been adopted in Manitoba." In this regard, the proposed program is accountable and provides reasonable content, structure and organization relative to its alignment with the requirements and expectations of programming with respect to NASP and with the educational philosophy and practices of education in Manitoba (for example, adoption of inclusive education and respect to student diversity).

There are three broad training models that are recognized in the preparation of school psychologists in North America: the science-practitioner model emphasizes that the preparation of school psychologists should be grounded in research in general and experimental psychology in particular and that psychologists should be expected to do

research; the professional model, de-emphasizes the need for psychologists to conduct research and places greater emphasis upon preparation for practice and the ability for school psychologists to do evaluation and understand research; the pragmatic model, influences most non-doctoral programs and focuses on the preparation of school psychologists with respect to the credentialing requirements of the province or state in which the program is located. It appears that the proposed program model is most closely associated with the pragmatic model of school psychology training but also overlaps to some degree with the science-practitioner and professional models. In this regard, the proposed model can be viewed as highly prescriptive and in line with the specific competency guidelines of NASP and the Province of Manitoba certification guidelines for school psychologists. Hence, it appears that the proposed program is offering an entry-level preparation (Masters degree and not a PH.D degree), aimed at school settings, and developed to meet provincial certification requirements.

The proposed program focuses on 60 semester hours of training with respect to the following areas: psycho-educational assessment, professional roles and issues, program evaluation and research design, school based collaboration and consultation, behavioral and academic remediation, therapeutic (intervention) procedures, community involvement, psychological foundations including child development and learning, social, emotional, personality assessment, child disorder/student exceptionality characteristics, and school psychology practicum. In this regard, the curriculum of the proposed program is similar to most entry-level programs in North America.

Specific Comments

The curriculum of studies has appropriate and adequate emphasis on assessment by providing three courses for the students. The proposed course entitled "Psycho-educational Assessment and Measurement" focuses on cognitive and academic assessment and is presented as a full year course. The focus and number of credit hours for this course is reasonable. The objectives and assignments of the course indicate good depth and breadth of knowledge and skill to be developed within students. Students who enter from the current Honors Psychology program at the University of Manitoba are likely to have sufficient background in Psychometrics and Measurement Theory (from 017.450 Psychological Tests, and/or 017.363 Psychological Measurement and Assessment). It will be important to ensure that students admitted to the proposed school psychology program outside of the Honors Psychology program have adequate undergraduate training in measurement and assessment. The proposed course entitled "Social, Emotional, and Personality Assessment of Children/Youth" focuses on the theory, research, implications, and methods of assessment for psychopathology and social-emotional functioning. The focus and number of credit hours for this course is reasonable. The objectives and assignments indicate good breadth and depth of information in this course. It would be important to consider a lab component for this course in order to provide students practice in administering and interpreting findings of commonly used measures in the area (for example, behavior scales, anxiety scales, depression scales, social skills scales, personality scales) and develop their understanding beyond what would be gained from the review of measures and the construction of

assessment plans and initial diagnostic formulations. The proposed course entitled "Behavioral Assessment and Intervention in School Settings" integrates assessment and intervention strategies and techniques for children and adolescents who present with serious behavioral challenges in schools. The focus and number of credit hours for this course is reasonable. The proposed course provides appropriate preparation for students relative to school-wide and classroom applications as well as more individualized approaches. Furthermore, the placement of the course in the program sequence (following student preparation in child psychopathology) seems quite appropriate.

The curriculum of studies also has appropriate emphasis on practicum courses. The proposed "Junior Practicum in School Psychology" focuses on developing students' abilities to assess the cognitive, academic, and social-emotional functioning of students and to communicate findings to teachers, parents, and others through written and verbal reports under the supervision of school psychologists. The focus and number of credit hours for this course is reasonable. It is noted in the proposal that an aim of this course is to have students complete three to five case studies during this practicum. Our experience is that this may be too much to expect in this time frame and at this point in student training. With fewer cases and group supervision the students could get adequate exposure to a variety of cases involving cognitive, academic, and social-emotional functioning of children and youth. Although the specific assignments are not detailed in the proposal, it appears that the objectives and expectations of the course are reasonable and appropriate. The idea of pairing junior practicum students with senior practicum students is an appealing feature of the practicum experience and will likely build the intended team activity skills. It is somewhat uncertain how this idea will be carried out in the first year of the program due to the lack of senior practicum students to pair with junior practicum students. This will need to be modified for the initial cohort of students. Nevertheless, the idea is also good for developing collaboration and consultation skills among the graduate students within the program. One additional consideration for this practicum has to do with staffing. There are a number of potential benefits to having the practicum instruction/supervision undertaken by school-based professionals (as is intended for this course). However, it is also worthwhile to consider the potential value of utilizing the involvement of some faculty members in these activities in order to facilitate the integration of the program's training models and approaches with school psychology practice. The proposed "Senior Practicum in School Psychology" focuses on developing students' abilities relative to case conceptualization, consultation, intervention, and supervision. The focus, number of credit hours, objectives, and expectations reveals good depth and breadth of experience. Similar to the junior practicum, specific assignments are not yet detailed in the proposal, however, it would be expected that students maintain a journal of their experiences, produce psycho-educational reports, and have assignments related to their collaborative and consultative functions. Moreover, the students' training throughout this practicum should highlight the important links between assessment and intervention within school contexts.

The curriculum of studies also provides students with intervention training through courses entitled: "Intervention in Early/Middle Years", "Intervention in Adolescence", "Teaching Strategies, Learning Styles, and Academic Remediation", and "Behavioral"

Assessment and Intervention in School Settings" (noted earlier). These courses (individually as well as collectively) provide good breadth and depth of information with respect to behavior management strategies, school based intervention and prevention programs, and effective classroom instruction. As noted earlier in our discussion of the assessment courses, it would be important to consider a lab component for one or more of these courses. For example, it would be good training practice for graduate students to work with special education and regular teachers in providing learning strategies and remedial activities to children and youth in the schools (that they have overviewed and discussed in the seminar component of their course(s)). Similarly, for courses related to behavior management and adaptive behavior it would be instructive to provide students with the opportunity to apply strategies for specific behavior problems in educational settings and practice treatment procedures with children and youth who have particular problems and issues within clinical settings.

The proposed course entitled "Ethics, History, and Profession of School Psychology" provides students with fundamental knowledge and understanding of professional ethics, standards of practice, and professional issues as well as the history and systems of psychology relevant to professional psychology applied in school settings. The focus and number of credit hours for this course is reasonable, and it appears to be appropriately placed as one of the first courses in the MA program. This course is also appropriately proposed as a co-requisite with the Junior Practicum in School Psychology, which can provide students with important opportunities to be sensitized to the issues of school psychology practice in school settings.

The curriculum of studies provides two courses focused on the preparation of students for practice in (professional) consultative and collaborative roles. The course entitled "Consultation and Supervision" nicely links with the senior practicum course in order to provide students with meaningful fieldwork activities and assignments. The course appropriately provides training in both theory and technique. The course entitled "Working with Family, School and Community Systems" is an excellent course to offer students and help them prepare for their role as a school psychologist. Importantly, this course should be tied to the practicum courses so that the students are able to apply the knowledge and skill they acquired from their course lectures and discussions to their real life settings. This course offers a key opportunity to contextualize the practice of psychology relative to schools, families and communities. Moreover, it can reinforce the necessary interdisciplinary basis of practice as well as the interdependency of families, school staff, students and community agencies. We want to acknowledge the attention given in this course to the issues of student diversity, family systems, cultural difference, and minority group membership. Importantly, the learning established in this course will need to be reinforced through practicum and field-based experiences.

The remaining courses in the curriculum of studies appropriately and reasonably cover the areas of individual differences (including learning and cognitive impairment), child/youth psychopathology, and research design and evaluation. The course entitled "School Psychology Research Design and Program Evaluation" focuses on the preparation of students with respect to the theory, methods and techniques that are used

in documenting the impact of interventions for children and youth. In addition, the course can enable students to develop more context specific research design and program evaluation skills.

General Comments

By and large, studies have shown that psychologists spend one-half to two-thirds of their time in assessment activities (Reschly & Wilson, 1995, Stinnett et al. 1994) and the remaining time in consultation and intervention activities. In this regard, the proposed program of studies for school psychology fits well with the typical roles and functions of school psychologists. Moreover, it also fits with the suggestions of some professionals in the field that school psychologists of the future need to become better at helping students learn, teachers teach, and parents guide their children and youth. For example, Andrews (2003) has noted that school psychologists need preparation and training in educational approaches that can meet the needs of diverse learners, psycho-educational treatment approaches aimed at specific academic and behavioral problems, consultation and collaboration approaches relative to multidisciplinary and transdisciplinary health related service provision, and prevention approaches aimed at promoting health and wellness. When asked, educational professionals typically rate these skills as highly important to the provision of school psychological services.

It has been suggested by some professionals in the field of school psychology (Andrews, 2003, Conoley & Gutkin, 1995, Fagan, 2000,) that school psychologists be trained as effective problem solvers and change agents as well as competent assessors and educational consultants. In this regard, school psychologists in training should continue to develop their expertise in various forms of assessment (for example, cognitive, academic, behavioral, social-emotional, personality), and become skillful diagnosticians, psycho-educational advisors, and treatment specialists (particularly with respect to childhood disorders and exceptional learning conditions). Moreover, university training programs should focus their curriculum on activities that distinguish school psychologists in the educational field and make it consistent with the field-based experiences of the graduate students. Importantly, university trainers need to be able to form partnerships with school systems and their school psychologists to promote and enhance the work that school psychologists can do in the areas of assessment, intervention, consultation, and prevention and demonstrate the benefits to educational stakeholders.

According to the program proposal, the proposed curriculum was designed to meet the training criteria identified by the National Association of School Psychologists, the licensing guidelines for school psychologists in Manitoba and the areas identified in the Mutual Recognition Agreement of the Canadian Psychological Association. The reviewers concur that the proposal substantially meets these goals.

From our perspective (notwithstanding our above discussion on the breath and depth of the curriculum), a significant oversight in the proposal is the lack of explicit and specific attention to the relevance of educational psychology (for example, understanding student development and diversity within schools, understanding teacher decision making within

schools, understanding instructional processes within schools) and school systems (for example, school administration, school based teaching, special education in schools) as critical components of school psychology training and practice. From the current proposal, it is unclear how students will acquire the necessary understandings of the educational context in which they will work and how they will acquire the necessary competencies to collaborate with professionals within the education system. It is also unclear as to who will facilitate student understanding of educational psychology within the school context and who will ensure students acquire the necessary competencies within the school settings. From our perspective, it is critical that students not only have the declarative knowledge, procedural knowledge, conditional knowledge and theoretical underpinnings of psycho-educational assessment as well as the knowledge and skills of collaborative consultation and intervention, but also know about teachers and schools. For example, in order to be credible collaborators with teachers, school psychologists need to have at least basic understanding of: (1) curriculum goals and objectives for students across grades, (2) unit and daily lesson planning for students across grades, (3) instructional approaches (for example, cooperative learning, direct instruction, and strategy-based instruction), (4) individual education program planning for exceptional children, (5) behavior and classroom management, and (6) remedial, compensatory and enrichment interventions for accommodating student diversity. Essentially, school psychology is about the application of psychology in school settings. School psychology cannot be effectively exercised without a sound understanding and appreciation of life in today's schools and the needs that teachers have in addressing the learning and developmental problems of students in their classrooms.

Finally, we want to recommend a number of additional resources that you may wish to consider as you move toward final development of course syllabi.

Suggested Resources For New Courses in MA Program in School Psychology

17.7XA: Ethics, History, and Profession of School Psychology

Canadian Psychology, (1998) Volume 39 (3), *Special Issue on Canadian Code of Ethics for Psychologists*

Schultz, W. (2001). *Counselling Ethics Casebook 2000*. Ottawa: Canadian Counselling Association

Sinclair, C., Simon, N., & Pettifor, J. (1996). *The History of Ethical Codes and Licensure*. In *ASPPB Professional Conduct and Discipline in Psychology*.

Canadian Counselling Association. (1999) *Code of Ethics*. www.ccacc.ca

American Psychological Association (1992) *Ethical Principles of Psychologists and Code of Conduct* www.apa.org

Canadian Code of Ethics for Rehabilitation Professionals www.carpnational.org

Canadian Register of Health Service Providers in Psychology www.crhsp.ca

Association of State and Provincial Psychology Boards www.asppb.org

King, M.(1999).When Clients Threaten. *Psymposium*, 9(2), 7-12.

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Ottawa: Public Works and Government Services www.nserc.ca/programs/ethics/english/policy.htm

Sales, B., & Folkman, S. (Eds.). (2000). *Ethics in research with human participants*.

Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada. Complete document is available from CPA at www.cpa.ca

17.7XB: Psycho-educational Assessment and Measurement

Reynolds, C. R. & Kamphaus, R.W. (2003). *Handbook of psychological and educational assessment of children*. (2nd Edition). Vol.1. Intelligence, Aptitude, & Achievement. New York: Guilford Press.

17.7XC: Learning and Cognitive Impairment

Bradley, R., Danielson, L., & Hallahan, D. (Eds.) (2002). *Identification of learning disabilities: Research to practice*. Mahwah, NJ: Lawrence Erlbaum.

Flanagan, D.P., Ortiz, S.O., Alfonso, V.C., & Mascolo, J.T. (2002). *The achievement test desk reference: Comprehensive assessment and learning disabilities*. Boston, MA: Allyn & Bacon.

17.7XD: Teaching Strategies, Learning Styles, and Academic Remediation

Andrews, J. & Lupart, J. (2000). *The inclusive classroom: Educating exceptional children*. Scarborough, ON: Nelson Thomson Learning

Howell,-K. W., & Nolet,-V. (1999). *Curriculum-based evaluation: Teaching and decision-making*. Belmont, CA: Wadsworth.

Foorman, B. (Ed.). (2003). *Preventing and remediating reading difficulties: Bringing science to scale*. Baltimore: York Press.

17.7XG: Social, Emotional, and Personality Assessment of Children/Youth

Reynolds, C.R., & Kamphaus, R.W. (2003). *Handbook of psychological and educational assessment of children* (2nd Edition). Vol. 2 Personality, behavior, & context. New York: Guilford Press.

Beutler, L., & Groth-Marnat, G. (2003). *Integrative assessment of adult personality* (2nd Edition). New York: Guilford Press.

Merrell, K.W. (2002). *Behavioral, Social, and Emotional Assessment of Children and Adolescents*. Mahwah, NJ: Lawrence Erlbaum

17.7XH: Child/Youth Psychopathology

Mash, E. & Terdal, L. (Eds.). (1997). *Assessment of Childhood Disorders*, 3rd Ed. New York: Guilford

17.7XM: School Psychology Research Design and Program Evaluation

Patton, M. (1997). *Utilization Focused Evaluation* (3rd Ed.). California: Sage Publications

Krathwohl, D.R., (1998). *Methods of Educational and Social Sciences Research: An Integrated Approach* (2nd Edition). Longman: New York.

STRENGTHS AND WEAKNESSES OF THE PROGRAM PROPOSAL

Strengths

1. The proposal to establish a program to train school psychologists within the Psychology Department that will (1): "be one of the best programs in Canada by aligning the program with the school clinician certification standards for the Province of Manitoba"; (2) be consistent with "the competencies required by the National Association of School Psychologists and the Canadian Psychological Association's Mutual Recognition Agreement"; and (3) be attentive to "the diversity of communities and students needs in Manitoba including: unique aspects of living and learning in rural and urban environments, ethnic and cultural diversity (especially needs of First Nations students) and the special needs of some students (such as those with physical, cognitive, and emotional/behavioral disorders)" is a very appropriate and laudable vision for the training of school psychologists. In this regard, the vision of training appears to be in line with provincial, national, and international guidelines relative to accreditation standards and respectful of not only the students the program is aiming to train and the students the program is aiming to serve, but also the community contexts in which the practice of school psychology will take place within the province of Manitoba.

2. The proposal to “graduate school psychologists who meet the highest standards of excellence in relevant knowledge, skills, ethics, and professionalism” in accordance with the mission statements of the University of Manitoba and the Department of Psychology through the “application of high standards to the following processes: recruitment and admission, education, training, and supervision; and evaluation” is appropriate and an accountable mission for the training of school psychologists. In this regard, the mission of training is in line with the standards and expectations of the University and Department in which the School Psychology Program is embedded.

3. The proposal to “offer a program to train school psychologists to provide psychological services in schools in Manitoba” is justifiably rationalized by the prediction that “the current shortage of school psychologists will soon become more problematic, with a sizable percentage of current practitioners becoming eligible for retirement in the next few years” in the Province of Manitoba. Moreover, the proposal to establish a graduate program to train school psychologists within the Department of Psychology, which has a clinical program, accredited by CPA (Canadian Psychological Association) and APA (American Psychological Association), and which has faculty members with a wide range of psychology specialties is both reasonable and sensible. In addition, a noteworthy qualification of this proposition is that the departmental council “voted unanimously to pursue a proposal to train school psychologists” and that there is the intent to hire “three new full-time tenure track faculty positions “ to ensure the provision and sustainability of the school psychology program.

4. The proposal to “design a non-thesis masters program that requires two years of full-time, on-campus study (assuming a student enters the program with an honors degree)” in order to provide an intensive competency based training program instead of a thesis-based program is an appropriate approach because this proposal is consistent with the intent of the program to “ensure that graduates would possess the competencies identified as necessary by the National Association of School Psychologists” and meet the requirements of certification as school psychologists in Manitoba. However, a non-thesis Masters degree program as described in the proposal and quoted above, does also potentially present some weaknesses with respect to the program proposal as noted below.

5. The proposal to offer a training program for school psychologists in order to meet the current and future needs of the school systems in Manitoba is distinguished by the apparent commitment and passion of staff within the Department of Psychology and the Faculty of Education as well as staff in allied professional agencies (for example, Child Guidance Clinic of Winnipeg) to be involved in this project and provide the very best professional preparation of students in the school psychology program.

Weaknesses

1. The major problem with the proposal is that although students will be potentially well trained relative to the expected skills and competencies of school psychologists, the program as proposed does not adequately prepare the students to exercise this skill set in the context of schools. From our perspective, it is critical that members of the Department of Psychology meaningfully collaborate and partner with members of the Faculty of Education to address this issue. We recommend that this collaboration and partnership be initiated, maintained and sustained by the leadership within the Department of Psychology and Department of Educational Administration, Foundations and Psychology. In this regard, we believe it is imperative that the Dean of Graduate Studies direct the Heads of the Departments to meet and develop a plan that will ensure that the full collaboration and partnership of both Education and Psychology in the training of students in the School Psychology program. Specifically, we suggest that the two Department Heads come to a mutual agreement on how they can address the need to train school psychologists so they can adequately fit within the culture of schools. This should include (but not be limited to) the development of and agreement on the processes and procedures relative to the: (1) academic training of school psychology students, (2) the preparation of students for admission into the school psychology training program, (3) the admission of students into the school psychology training program, and (4) the course development and instructional responsibilities with respect to the school psychology training program.

2. A second critical weakness of the proposal is the omission of other relevant stakeholders in the development and oversight of the school psychology-training program. In this regard, it is important that other important stakeholders beyond the Departments of Psychology and Educational Administration, Foundations and Psychology are included the development and operation of the school psychology training program. Stakeholders who have an interest in the training of school psychologists would include: (1) the *Psychology Associations* (i.e. Manitoba Association of School Psychologists (MASP) and Psychological Association of Manitoba (PAM), and (2) *School System Personnel* across the province including classroom teachers, resource and special education teachers, counselors, speech and language pathologists, behavior specialists, and school administrators. In this regard, we strongly recommend that an Interdisciplinary Stakeholder Steering Committee be formed that includes representation from the Department of Psychology, Department of Educational Administration, Foundations and Psychology, and the Manitoba Superintendents Association, as well as representation from both rural and urban school divisions within the province, and representatives from the School Psychology profession (including Child Guidance Clinic of Winnipeg and School Division psychologist practitioners in the province). Although we suggest this membership, we recommend that the two Department Heads jointly determine the membership on

the Steering Committee. We further recommend that the mission of the Steering Committee be, among other things to: (1) advise on ways to carry out the program proposal, (2) advise on ways to connect the program with the Manitoba education system (in order to ensure there is mutual respect and credibility for schools psychologists in their work in schools), and (3) advise ways for sustaining and enhancing resources for the school psychology training program.

3. The proposed non-thesis Masters degree program potentially presents a weakness relative to the current and future state of credentialing and the regulation of School Psychologists in the Province of Manitoba. In this regard, it appears that currently school jurisdictions and the Child Guidance Clinic hire school psychologists in Manitoba. In order to be hired as a school psychologist, it is first necessary to be certified with a clinician certificate by the Department of Education and Training which has criteria based on training (which the proposed program adheres to). In turn, it is necessary to be certified as a school psychologist in order to be a full member of the Manitoba Association of School Psychologists (MASP), which provides provisional certification for school psychologists. Concomitantly, all of this occurs independent of the Psychologists Association of Manitoba (PAM) which is the regulatory body and which currently requires a PH.D for certification as a psychologist in the province. Should a new Psychologists' Act be proclaimed, that results in removal of current registration exemptions (for example, being able to practice school psychology within schools) and the clinical certificate to disappear, it is unclear what this could mean relative to the status and practice of school psychology in the province. For example, will school psychologists be associates of psychologists (as is the case in Ontario), or will Manitoba maintain a one-level registration at the master's level? In this regard, what happens with respect to provincial certification/licensing requirements for psychologists in Manitoba can affect the adequacy of the training program relative to the preparation of students to meet these certification/licensing requirements. This is particularly problematic if a Ph.D. remains as a requirement for certification and there are no exemptions for master level trained students to practice school psychology in schools.

4. The proposed non-thesis Masters degree program potentially presents weakness relative to the limited options that students will have with respect to obtaining a Ph.D. degree in school psychology (if that is desired by students in both the short term and long term). In this regard, it is indicated in the proposal that students in the training program in school psychology could be considered for admission within the clinical Ph.D. program within the Department of Psychology if they have demonstrated the acceptable academic and applied criteria for admission. However, due to the typically small number of students accepted into this program on a yearly basis, it is likely that only one or two students would be able to qualify and be admitted. Hence, if many of the students wanted to obtain a

Ph.D. within the Department of Psychology at the University of Manitoba, they would unlikely be able to achieve this goal. Moreover, if these students wanted to apply to other Universities for a Ph.D. in school psychology, they would be compromised because they would not have the Master level thesis requirement that most Departments of Psychology and Educational/Applied Psychology across Canada would expect from their applicants.

DEMAND FOR GRADUATES WITH THE PROPOSED CREDENTIAL

According to the proposal, "school psychologists provide psychological services in schools in Manitoba. School psychologists provide essential services to Manitoba's school children and their families. These include the assessment of learning and emotional difficulties, intervention and treatment with individual students, and consultation with parents and teachers. The current shortage of school psychologists will soon become problematic, with a sizable percentage of current practitioners becoming eligible for retirement in the next few years." Due to the important roles and functions of school psychologists in the province of Manitoba, the apparent shortage of school psychologists in the province, and the absence of a program at this time for training school psychologists in the province of Manitoba, it seems that there would be a high demand for the proposed program to train school psychologists within the Department of Psychology within the University of Manitoba. In this regard, the proposal also notes the Department of Psychology has "already received a number of enquiries from interested undergraduate students seeking a career in school psychology." The demand for a school psychology program in Manitoba is also evidenced by the a relatively large number of undergraduate students who have applied to the school psychology programs at the University of Calgary and the University of British Columbia over the past couple of years and who seek admission within our programs partly due to the fact that there is not a school psychology program within their Universities in the province of Manitoba. In addition, there would appear to be a demand for graduates within the proposed program because of the increasing interest undergraduate students seem to have regarding the field of school psychology (somewhat evidenced by the increasing number of enquiries about the school psychology programs within the University of Calgary and UBC, and the increase enrolment of students in undergraduate courses related to school psychology at the University of Calgary) coupled with the fact that there are relatively few school psychology programs across Canada.

EXCELLENCE OF THE FACULTY AND BREADTH OF EXPERTISE

The proposal notes that the program to train school psychologists is going to be embedded within the Department of Psychology at the University of Manitoba which has "the only clinical psychology program in the province and which is accredited by both the Canadian and American Psychological Associations". It further notes that faculty

members “possess expertise in a wide range of clinical psychology specialties”—such as in the “areas of autism and attention deficit hyperactivity disorder.” Hence, it appears that there is a range of expertise within the Department. Moreover, the Department of Psychology “has a reputation for training scholars to deliver psychological services to the community”—in settings such as “the psychological units of Manitoba hospitals, institutions such as the Amant Centre, the Manitoba Developmental Centre in Portage la Prairie, the Child Guidance Clinic, the Psychological Services Centre and the Counseling Centre.” Hence, the Department appears to have a number of associations with psychology facilities and programs that can add to their breadth of expertise. Moreover, the proposal notes that in offering the training program for school psychology, the Department will collaborate with the Faculty of Education particularly for delivering courses dealing with development in learning environments and working with family, school, and community systems. Hence, it appears that the Department will be forming additional partnerships that will further extend the breadth and depth of expertise.

The proposal indicates that there is potential for existing staff within the Department of Psychology to provide some instruction in the school psychology program. Although this is not clearly articulated within the proposal, we strongly recommend that, where courses exist for students in the department graduate programs which are taught by regular faculty, that these courses and instructors be embedded in the school psychology program where possible. For example, although a new child psychopathology course has been proposed for the school psychology program, it would be a benefit to integrate school psychology students with other students in the already existing departmental psychopathology courses. We consider this to be beneficial and reasonable for two reasons. First, it would utilize resources already existing in the department to be applied to the course requirements for school psychology students. Second, it would provide a means by which new graduate students in the school psychology program could be integrated with students in the Clinical and other graduate programs in the department and forge the collegiality and experiences of all students in the department. Moreover, we suggest that other courses might be used to meld students across programs (e.g., courses in assessment could be considered in this light).

ADEQUACY OF FACILITIES, SPACE, AND OTHER RESOURCES

The proposal notes that three additional faculty members will be hired with training and expertise in school psychology, with at least one Associate –level appointment anticipated. This staffing level should be adequate if the recommended collaborations with other units in the university and community are realized and some integration of students across programs within the department is possible. It is important to note that we do not think it would be possible to provide an effective training program in school psychology without at least three faculty members directly and fully associated with the program. Offices for staff is being proposed and carrels for students. We would suggest that some consideration be made for student offices as well. One support staff office is proposed (which is reasonable and important) and testing material and other resources (for example, journals) are being considered, however, it is unclear what the status of

these resources is. We were not able to review the specific resource holdings of the Psychological Resources Centre, but are assured that adequate provision has been made to acquire the necessary materials to support assessment and intervention training. There seems to be adequate support in place for new staff in terms of research and scholarship support. It remains unclear what support is available for the professional development of staff members. There appears to be some support being proposed for new students in the proposed program (for example, carrels, scholarships, computer facilities) however, it is unclear the breadth and depth of these supports. For example, will there be specific scholarships for school psychology students, and are there specific teaching assistantships available for students specializing in school psychology?

From our perspective, the budget (see Attachment D) proposed for the program is **reasonable but barely sufficient** to maintain and sustain the quality of program proposed and somewhat limited in being able to accommodate to a number of recommendations made in this review (for example, curriculum modifications, graduate scholarships and assistantships, honorariums for field supervisors, etc.).

COMPARISON OF MANITOBA'S PROGRAM WITH OTHER PROGRAMS

The program proposal (see attachments A and B) provides a framework for comparison of the proposed program with certification requirements and with standards set by the National Association of School Psychologists. The proposed curriculum meets both sets of requirements adequately. As a further basis of comparison we provide the following comparison of the proposed program with programs at the University of Calgary and the University of British Columbia.

Focus of Comparison	Program at UofC	Program at UBC	Proposed Program UofM
Graduate Courses			
School based Interventions	Yes	Yes	Yes
Cognitive /Academic Assessment	Yes	Yes	Yes
Personality Assessment	No	Partly	Yes
Behavioral Assessment	Yes	Yes	Yes
Human Development	Yes	Yes, pre-requisite	Yes, pre-requisite
Learning and Cognition	Yes	Yes	Yes
Child Psychopathology	Yes	No	Yes
Learning Disabilities/Disorders	Partly	Yes	Yes
Research Design/Statistics	Yes	Yes	Yes
Program Evaluation	No	No	Yes
Ethics/Profession of School Psychology	Yes	Yes	Yes

Consultation and Supervision	Partly	Yes	Yes
Working with Family, Schools, and Community	No	No	Yes
Junior Practicum	No	Yes	Yes
Senior Practicum	Yes	Yes	Yes
Credentials			
M.A.	No	Yes	Yes
M.Sc. (School Psychology)	Yes	No	No
M.Ed. (School Psychology)	Yes	Yes	No
Ph.D. (School Psychology)	Yes	Yes	No
Other Academic Programs			
Minor in Applied Psychology (School)	Yes (for undergraduates)	Yes (for Counseling doctoral students)	No
Diploma in Applied Psychology (School)	Yes	No	No
Staff			
Staff with credentials in School Psychology	3	4 plus 2 adjunct	?
Director of Training	Yes	Yes	No
Members of NASP	2	3	?
Members of CASP	2	2	?
Size of Program			
Number of Masters students	10-12(per year)	26	8-10(per year)
Number of Ph.D. students	2-4(per year)	11	0
Partnerships			
School Boards	Yes	Yes	?
School Psychologists	Yes	Yes	?
Resources			
Test Library	Yes	Yes	Yes
Interview Rooms	Yes	Yes	?
Video-tape Rooms	Yes	Yes	?
Computer Facilities	Yes	Yes	Yes
Student Offices	Yes	Yes	No
Library Resource Centre	Yes	Yes	?
Scholarships for Students	Yes	Yes	Yes

Scholarships (School Psychology)	Yes	Yes	No
Teaching Assistantships	Yes	Yes	?

The proposed program to train school psychologists in the Department of Psychology at the University of Manitoba can be compared to the School Psychology Programs at the University of Calgary and the University of British Columbia with respect to the graduate courses offered as part of the program, credentials offered for successful completion of the program, other programs offered at the University that support or are related to the graduate program in school psychology, staff associated with the program, size of the program, partnerships with the program, and resources for the program.

The distinguishing aspect of the proposed program with respect to the graduate courses offered is that significant emphasis is focused on social, emotional, and personality assessment of children and youth as well as on working relationships between school psychologists, families, schools, and community systems. These areas have limited exposure in the University of Calgary and British Columbia programs and reflect a strength area in the proposed program. In addition, the proposed program offers a junior practicum experience and a senior practicum experience, which is more comprehensive training experience than offered at the University of Calgary, which only offers a senior practicum. One other notable feature of the proposed program that distinguishes it from the programs in the University of Calgary and the University of British Columbia is the focus and emphasis on the important area of program evaluation in the practice of school psychology.

Although the goals of the "Family, School and Community" course are integrated in other aspects of the UBC and U of C programs, the programs do not include a specific course. Doctoral students at UBC do have a course in "Families and Diversity", however, the fact that the proposed program has a specific course in this area should be viewed as an innovative and highly important aspect of the proposed program. The UBC program does require course work on behavior disorders, but unlike the program at U of C and the proposed program, it lacks specific preparation in child psychopathology at the Masters level. In comparison with the UBC program, the proposed program provides somewhat less practicum experience. However, in comparison with the program at U of C, it appears that the proposed program has somewhat more practicum experience. Students in the UBC masters program complete three terms of school and clinic practicum under supervision of program faculty, followed by a six-week, full-time field-based practicum under the supervision of a qualified school psychologist. The UBC program provides somewhat greater emphasis on academic assessment and intervention than appears to be the case in the proposed program. On balance, the proposed program appears to provide a greater emphasis on diagnosis and intervention for children and youth with psychological disorders than is the case in the program at UBC.

The proposed program will be offering a Master of Arts in Psychology, which according to the proposal is the only credential the Department of Psychology is authorized to offer. The University of Calgary offers a M.Ed. Degree (course based degree), M.Sc. Degree (Thesis based degree), and Ph.D. Degree in School Psychology. Hence, the University of Calgary offers a larger range of credentials for students and denotes their specialization in School Psychology. UBC offers an MA, MEd, and PhD Degrees with specialization in School Psychology designated on transcript and Diploma.

At the University of Calgary, students can get a Diploma in Applied Psychology with a Specialization in School Psychology and an Undergraduate Degree with a Minor in Applied Psychology and a focus in School Psychology. These programs offer a way for students to prepare for graduate studies in the area of school psychology and expose the area of school psychology to a greater number of students beyond the graduate program. It is unclear how (or if) undergraduate courses or programs and diploma programs at the University of Manitoba address school psychology. At the University of British Columbia, there are no specific undergraduate preparations directly associated with school psychology. Recruitment within the university comes from both the Department of Psychology and Diploma programs in Special Education.

At the University of Calgary, there is three academic staff associated with the school psychology program that has credentials in school psychology. At UBC there are four full-time and two adjunct faculty with training in school psychology. It is unclear how many staff in the proposed program will have credentials in school psychology. In addition, there is a Director of Training for School Psychology at the University of Calgary and at UBC. Although the U of M Department of Psychology has a Director of Training associated with the Clinical Psychology program, it is not clear that responsibility would or could be extended to apply to the school psychology program. In the school psychology program at Calgary, there are 2 associated staff members who have memberships in NASP and CASP where as it is unclear whether or not there will be any staff in the proposed program who have memberships with these school psychology associations. In order to ensure the credibility of the program and its' effective management, we recommend that staff associated with the program obtain memberships in CASP and NASP and that a Director of Training for School Psychology be appointed.

In terms of size of program, the proposed program and the program at the University of Calgary appear to be relative equal in the number of Masters students that can be expected to be a part of the program on a yearly basis. However, the program at the University of Calgary is a little bigger due to its offering of a Ph.D. program. The UBC program is somewhat larger at the Masters level and also includes a doctoral cohort. Approximately one-third of the students in the UBC and U of C programs are MEd, non-thesis students.

The school psychology program in Calgary has developed partnerships with surrounding school boards and with a number of school psychologists in the region. The proposed program indicates it is going to partner with school boards and school psychologists; however, the nature and scope of these intended partnerships are unclear. The program at

UBC is very much dependent on relationships with surrounding school districts, particularly for field-based practicum placement and supervision. The UBC program has close working relationships with the School District Directors of Student Services, provincial School Psychologist Association (BCASP) and with school psychologist groups in districts. Importantly, the people associated with the proposed program will need to further develop school and community partnerships in order to enhance the training of students and build a positive image of school psychology within the province of Manitoba.

The school psychology programs at the University of Calgary and UBC has developed a substantial number of resources to support training in their programs. This is particularly true with respect to test library resources to support assessment. The proposal reports that the Department will acquire a number of resources. At this time it is unclear what the nature and scope of these resources are beyond the proposed hiring of staff, space for staff, student carrels, test purchases, and the existing computer and library facilities. For example, it is unclear what is available or able to be resourced in terms of particular tests, journals, and books, as well as particular space and equipment for training (for example, interview rooms, video cameras, testing rooms), and student support for school psychology students in terms of specific scholarships and teaching assistantships. However, the library consultation relative to the proposed program at the University of Manitoba indicates that relevant resources currently exist or can be purchased to support the program.

ACKNOWLEDGEMENTS

The following is a list of individuals who participated in the site review and the organizations that they represent.

Gerry Sande	Department Head, Department of Psychology
Anthony Secco	Dean, Faculty of Graduate Studies
Richard Lobdell	Vice Provost (Programs)
Robert O'Kell	Dean, Faculty of Arts
Ray Perry	Professor, Department of Psychology
Barry Mallin	Psychologist, Child Guidance Clinic
Rudy Ambtman	Psychologist, Child Guidance Clinic
Edward Johnson	Director, Clinical Training, Department of Psychology
Wendy Freeman	Assistant Professor, Department of Psychology
Xena Lutfiyya	Associate Dean, Faculty of Education
John Wiens	Dean, Faculty of Education
Warren Eaton	Professor, Department of Psychology
John Whiteley	Associate Professor, Department of Psychology



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Dr. Tony Secco, Dean
Faculty of Graduate Studies
University of Manitoba

March 16, 2004

Re: Response to the external evaluators' report: School Psychology Program

Dear Dean Secco:

We are very pleased with such a positive report. The evaluators recognized the strengths of the proposed program and provided constructive feedback for improvement.

The report confirmed that the proposed program meets its goal of alignment with the competency guidelines established by the National Association of School Psychologists and the certification requirements of the Province of Manitoba. The reviewers noted that the vision of training is respectful of the students we train and the students they will serve, and also of the community contexts in which our graduates will practice. It was noted that this proposal is timely, given the impending shortage of practitioners in the school system. The examiners' analysis reveals that the program is equivalent to those offered at the University of Calgary and the University of British Columbia, and in fact offers some unique features such as: a significant emphasis on social, emotional, and personality assessment; focus on working relationships between school psychologists, families, schools, and community systems; both a junior and senior practicum; training in program evaluation; and a focus on diversity that the examiners characterize as "an innovative and highly important aspect of the proposed program."

The report also identified some areas in which the proposed program could be improved. We have consulted with the Dean of the Faculty of Education, the Head of the Department of Educational Administration, Foundations and Psychology, two representatives from the Child Guidance Clinic, and the President of the Manitoba Association of School Psychologists. Significant progress has been made in addressing the issues raised in the report.

The reviewers suggested including laboratory components for the course titled "Social, Emotional, and Personality Assessment of Children/Youth" and some other courses. Most of the in situ component of the curriculum will be provided by the junior and senior practica. However, we agree that some kind of experiential component could be an important part of the assessment courses. The first step of that component could be observation ("shadowing") of a practitioner in

a public school setting. The second could be administration of a limited part of an assessment procedure to non-clinical cases under close supervision of the practitioner. We have discussed this with representatives from the Child Guidance Clinic and the Manitoba Association of School Psychologists and they are willing to help us incorporate these features into our assessment courses.

The reviewers also commented on the need for more course content focussing on instructional processes and school systems. Part of this need will be met through the offering of courses by the Faculty of Education (Working with family, school, and community systems; Development in learning environments). The Dean of Education has agreed to offer these courses on an annual basis if provided with stipendiary funds (as requested in the budget). Part can be met by the inclusion, in the other proposed courses, of specific modules focussing on issues such as cognitive, emotional, and behavioural issues related to classroom experience. These modules can be taught, in part, by guest lecturers who are currently practising School Psychologists in Manitoba. Our discussions with the Child Guidance Clinic and the Manitoba Association of School Psychologists have been very promising in this regard.

The reviewers made a very important point about the involvement of stakeholders in the oversight of the program. We propose the formation of a steering committee to provide advice to the Head of the Department of Psychology and the Administrator of the program. Membership will consist of representatives from: the Department of Psychology, the Faculty of Education, the Manitoba Association of School Psychologists, the Student Services Administrative Association of Manitoba, the Child Guidance Clinic, School Divisions from Winnipeg and from other regions of the province, the Manitoba Association of School Superintendents, the Manitoba Association of School Trustees, the Manitoba First Nations Educational Resource Centre, the Manitoba Association of Parents and Teachers, and possibly other groups. Consistent with the external report, this committee will: 1) advise on ways to carry out the program proposal, 2) advise on ways to connect the program with the Manitoba education system, and 3) advise on ways for sustaining and enhancing resources for the training program. In addition, we would like to have a representative from the Faculty of Education on the committee that hires the three faculty members for this program. Committee members will be responsible for consulting with their own constituencies. It is important for these constituencies to know that their advice is being seriously considered by those responsible for developing and overseeing the program (namely the Head of the Department, the Administrator of the program, and departmental and faculty council).

We discussed issues surrounding admissions to the program with the Head of the Department of Educational Administration, Foundations, and Psychology. We expect and encourage applications from students other than those graduating from the honours program in psychology. This includes graduates from the Faculty of Education and other faculties. The curriculum assumes that students come into the program with sufficient depth and breadth of undergraduate courses to be able to assimilate the material they will encounter. For example, when we teach them about biochemically-based disorders such as ADHD, we need to know that they have some training in physiological psychology. Similarly, when we teach them about learning disorders such as dyslexia, we need to know that they have sufficient background in cognitive psychology.

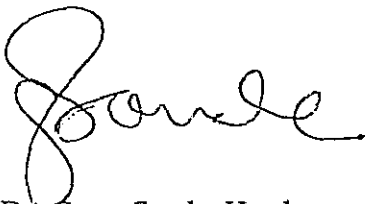
That is the reason why entrants to the program that do not have the equivalent to an honours psychology degree will be provisionally accepted into the program and required to complete a "pre-masters" program of study (as our current graduate students do). Essentially this means that they will need to have courses from the five breadth areas listed in the calendar (personality/social, developmental, learning, cognitive, and biological), a senior undergraduate assessment course, and an undergraduate research thesis. We anticipate that many students will have some but not all of these background requirements. In their pre-masters phase of the program, they will only have to "make up" courses they do not have. For example, students from Education may well have courses in Developmental Psychology and other areas that will fill some of the requirements for breadth, and thus will not have to take a full load of pre-masters courses. We are currently reviewing a list of Education courses to determine which will fulfill the breadth requirements (and which can be made to fulfill requirements with some alteration).

The points made by the external evaluators regarding the limitations of a non-thesis program are well taken. It would be ideal if we were able to offer a research thesis option in addition to the comprehensive examination (non-thesis) option. We do not have the resources to do that at this time. Students completing a research-based graduate degree need to have individual faculty advisors. Our department is currently stretched to the limit when it comes to serving the needs of our existing graduate students. We would like to find a way to offer a thesis option to those students who intend to go on to a doctoral degree in School Psychology. This is something we will work on in the next couple of years.

Finally, the reviewers expressed some concerns regarding credentialing and licensing of School Psychologists. The proposed program was developed to meet the existing requirements for certification as a School Psychologist in Manitoba. It also assumes that current provisions under the existing Psychologists' Act will continue. Ongoing consultation with the Psychological Association of Manitoba, the Manitoba Association of School Psychologists, and the Provincial Government is necessary to ensure that our graduates will be eligible to be licensed to practice in Manitoba schools.

Overall, we think the externals' report is very positive and very constructive. It has already led to a broadening of the academic and community network that would support and be served by the proposed program, and has made a strong proposal even stronger.

Sincerely,

A handwritten signature in black ink, appearing to read "Gerry Sande". The signature is fluid and cursive, with a large loop at the end.

Dr. Gerry Sande, Head
Department of Psychology



LIBRARY SUPPORT FOR PROPOSED COURSE CHANGES

(The signatures appended indicate that those signing support the statement made by the bibliographer whose comments are attached. They do not necessarily indicate that the library has the resources to support the course change as outlined in the departmental submission)

NAME OF PROGRAM

Faculty: Arts
Department: Psychology
Course no. and name: Master of Arts in School Psychology

SUPPORT STATEMENT

PREPARED BY: Sheila Andrich (Bibliographer)

APPROVED BY:

Michael R. Smith (signature)
(Coordinator, Collections Management for J. Harner)

[Signature] (signature)
(Director of Libraries)

DATE: December 19, 2003

The University of Manitoba
The Elizabeth Dafoe Library

Interdepartmental Correspondence

Date: December 19, 2003
To: Dr. G. Sande, Department of Psychology, Faculty of Arts
From: Sheila Andrich, Bibliographer for Psychology, Libraries
Subject: Library Support for Proposed Master's Program in School Psychology

As a result of a review and evaluation of the course outlines, the current Bison holdings indicate that the University of Manitoba Libraries would have the resources to adequately meet the periodical research needs for this program. The monograph resources are inadequate and an additional one time funding of \$4181.62 is needed to fill in the gaps in the monograph collection. You have indicated that the Department of Psychology can provide this initial funding.

For this assessment the Libraries has evaluated the following:

- Required and additional readings for each proposed course -Table 1
- Journal citations from PsycInfo and Eric searches -Table 2
- Initial bibliography submitted by G. Sande -Table 3
- Graduate Program Review of the Faculty of Education - related courses -Table 4

Required and additional readings for each proposed course

Fourteen courses comprise this proposed Master's Program - checking of the Required and Additional reading lists for each course was completed and is summarized in Table 1.

Table 1.- Required and Additional Reading lists

Course #	Course Title	Items checked	UML holds
017.7XA	Ethics, History and Profession of School Psychology	9	5
017.7XB	Psycho-educational Assessment and Measurement	11	7
017.7XC	Learning and Cognitive Impairment	3	1
017.7XD	Teaching Strategies, Learning Styles and Academic Remediation	6	2
017.7XE	Junior Practicum in School Psychology	0	-----
017.7XF	Senior Practicum in School Psychology	0	-----
017.7XG	Social, Emotional and Personality Assessment of Children/Youth	1	0
017.7XH	Child/Youth Psychopathology	4	1
017.7XI	Behavioural Assessment and Intervention in School Settings	1	0
017.7XJ	Intervention in the Early/Middle Years Monographs Journals	3 8	1 8
017.7XK	Intervention in Adolescence	3	1
017.7XL	Consultation and Supervision	4	1
017.7XM	School Psychology Research Design and Program Evaluation	2	0
129.XXX	Working with Family, School and Community Systems	2	2
	% Monographs held	42%	
	% Journals held	100%	
	Cost of missing monographs	\$1181.62 Cdn	

The percentage of monograph resources available currently at UML is problematic. The monograph holdings at 42% are not at a level needed to support a Master's program. Both sample sizes for monographs and journals are small, but are indicative of UML support. The 100% rate of journals held is adequate to support this course (course # 017.7XJ). The cost to acquire the missing monographs is \$1181.62 Cdn.

Journal Citation Checking of PsycInfo and Eric Searches

Searches of the PsycInfo and ERIC databases produced lists of journal citations and the journal titles were then checked against Bison to determine UML journal holdings support. Searches were completed for several course subject areas only. Results are represented in Table 2.

PsycInfo and ERIC Searching

Table 2 - PsycInfo Searches 2000-2003

Search Term	Items checked	UML holds	% held at UML
School counseling and adolescents	26	21	80.7%
Child and psychopathology and school	65	47	72.3 %
Adolescent and pathology and school	22	16	72.7%
Learning and impairments and child	68	49	72.0%
Profession and school psychology	14	11	78.5%
Intervention and(school in de) and adolescents	72	62	86.11%
Intervention and (school in de) and children	66	54	81.8%
School counseling and children	46	38	82.6%
School and psychology program and evaluation	70	47	67.1%
Personality and assessment and adolescents	28	22	78.5%
Assessment and children and personality and school	10	9	90.0%
Adolescent attitudes and counseling	51	38	74.5%
ERIC Searches			
Elementary school students or secondary school students and counseling	72	62	86.1%

Average percent holdings per course - 78%

This checking shows that the UML holdings of journal articles, either in print or in electronic format, provide a solid support of many aspects of research for this program. This support is at an adequate level to support the Master's level of study. It is also noted that of the 470 citations held, 405 or 86% of these journal citations are available in electronic format. This provides ready access to electronic journals on campus and the option of remote access for both faculty and students. Document Delivery remains a viable option for materials not held at UML - journal articles usually arrive in 3 to 4 working days due to scanning technology.

Initial bibliography submitted by G. Sande.

An initial bibliography was submitted by G. Sande and was also checked against Bison. This identified a need for a one-time infusion of approximately \$3000.00 to the Libraries' acquisitions budget - Psychology monographs. Gerry Sande, Head, Psychology Department, has verbally committed that these funds would be forthcoming. The following table reflects the checking of this bibliography against UML Library Resources :

Table 3 - Reflects checking against UML Resources:

Bibliography submitted by Psych. Dept	Items Checked	Items held UML	% UML
Monographs	39	9	23 % UML
Journals	15	10	67% UML

According to the University of Manitoba Libraries' Collection Assessment Guidelines, these percentages indicate that the Libraries' periodical collection in School Psychology is at a 3c level and would support the Master's level of study. An additional \$1479.28 per year would be desirable to complete the journal resources. The UML support of the items on the monograph reading list was found to be at an inadequate level. The verbal commitment by G. Sande for \$3,000 dollars to support the monograph budget for this course is essential.¹

¹The Conspectus methodology for collection assessment was developed by the Research Libraries Group in the United States and is used to evaluate university library collections. It assigns "levels" such as 3c for advanced Instructional Support or Master's Level to a library collection by measuring holdings.

Graduate Program Review of the Faculty of Education - selected results

The collection evaluation conducted by the Libraries for the Graduate Program Review of the Faculty of Education was examined. The parts pertaining to School Guidance & Counseling have been considered for this current assessment.

The Conspectus assessment, completed between 1998 and 2001, indicates a collection level of 3c for the Student Guidance & Counseling Subject Area. A 3c level is considered appropriate for Advanced Study or Master's level study.

Of the handbooks checked for the Graduate Review, the Handbook of Child Psychology, vol. 1 and 2, 1998 relates most directly to this program. Of the 1238 titles checked, UML holds 72%, which is within the percentage range for study at the Master's level.

Journal literature is very important for studies at the graduate level in Education. A selection of journal citations from the ERIC database was checked for the area of Counseling and Student Services. 79% of journals are held at UML. For Elementary and Early Childhood Education, 78% of journal titles are held. These findings reflect a solid level of support in journal resources for the areas of Education directly related to School Psychology. These percentages fall within the 3c level of collecting necessary to support advanced and Master's study.

Conclusion

The Libraries is able to support the new Master of School Psychology program provided that the monograph collection is strengthened. With funds from the department, the monographs which UML does not have and which the department has identified as important should be ordered at a cost of approx. \$3000.00. In addition, \$1181.62 is required to purchase the missing monographs identified from the Required and Additional Reading lists for each course. The periodical materials which were identified in the PsycInfo and ERIC searches are representative of research materials these students would need and at this time the UML periodical or journal collection is sufficient to support this program. However, it would be desirable to acquire the missing journals listed in the Initial Bibliography to enhance the collection. These subscriptions would cost approx. \$1479.00 Cdn per year. There is additional periodical support through NETDOC databases such as CBCA, Education, E-Subscribe, Social Sciences Citation Index and Ebscohost. PsycInfo and ERIC are enhanced by these resources.

To summarize:

The one time cost of monographs missing from the Initial Bibliography and the Required and Additional Reading lists is:

\$3000.00

\$1181.62

\$4181.62

Report of the Senate Planning and Priorities Committee on the Proposal to introduce a Master of Arts in School Psychology in the Department of Psychology.

Preamble

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found in the *Senate Handbook*, Section 8.32, wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies (FGS) has the responsibility of reviewing new graduate programs and makes recommendations to FGS Council.
3. The FGS proposes the creation of a new graduate degree program called the Master of Arts in School Psychology, in the Department of Psychology, as recommended by the PPC.

Observations

1. School psychologists provide essential services to children and families. These services include the assessment of learning and emotional difficulties, and intervention and treatment with students, parents, and teachers. Manitoba is facing a shortage of school psychologists. About one-third of those practicing in Manitoba are eligible for retirement. Early intervention with children and youth is essential to prevent problems with learning and mental health that otherwise will continue to detract from these individuals' quality of life and be more difficult (and costly to the Province) to resolve through intervention later on. Job prospects for graduates are very good in Manitoba, Saskatchewan, and Northern Ontario.
2. The University of Manitoba currently has no professional training program in school psychology. An earlier program in the Faculty of Education was discontinued, and no new one is forthcoming from that Faculty. However, the Department of Psychology has many resources to draw upon, in developing a new program of excellent quality. Such resources include the clinical psychology program, which has a very positive national reputation; experts and some existing courses in related areas, such as cognitive and emotional assessment, autism, and attention deficit and hyperactivity disorder; and existing partnerships with community agencies and clinics throughout the Province. The University of Manitoba's Faculty of Education and potential practica supervisors at Brandon University will be cooperating in the delivery of the proposed program. The Faculty of Education also will be represented on the proposed program's hiring and advisory committees.
3. The proposed program will meet or exceed the competency standards of the National Association of School Psychologists, those of the Canadian

Psychological Association, and the certification requirements in both Manitoba and Ontario. The program design also reflects the Department of Psychology's tradition of basing practice on a thorough understanding of theory and research. The proposed program has received and been revised in light of external review.

4. The proposed program is a non-thesis Master's degree program that requires 60 credit hours of study and successful completion of a comprehensive examination and two supervised in-school practica. Intensive coursework is necessary to meet the professional training goals of the program. A thesis option, though desired and anticipated in the long run, is beyond the Department of Psychology's present resources and the proposed budget. Most applicants are expected to have already completed an honours undergraduate degree. Those who have not or who lack sufficient background in Psychology may be admitted to a pre-master's program, in order to make up courses or the required undergraduate thesis they have missed.
5. Thirteen new courses (17.7XA-17.7XM) totaling 48 credit hours are proposed in the following areas: ethics and history (6), psychoeducational assessment (6), learning/cognitive impairment (3), teaching and remediation (3), junior (3) and senior (6) practica, social/emotional and personality assessment of children/youth (3), child/youth psychopathology (3), behavioural assessment and intervention in school settings (3), early/middle years intervention (3), intervention in adolescence (3), consultation/supervision (3), and school psychology research design and program evaluation(3). Between 8-10 students are expected to enrol each year.
6. Hiring of one associate professor with relevant administrative experience and two assistant professors, phased over two years, is proposed. These positions will be full-time and tenure-track. Duties of the academic staff will include teaching, research, program administration, and service. Stipendiary funds in the proposed budget will be conveyed to the Faculty of Education for delivery of courses there related to professional practice in a school environment. An office assistant is needed to perform clerical duties related to the program. Technical support will be provided from existing resources. Certified school psychologists will provide direct supervision of the in-school practica, in exchange for honoraria.
7. Required office, laboratory, and student carrel space has been tentatively allocated from existing space in the Department of Psychology. Start-up funds and computers for new faculty members are generally provided by the Dean of Arts. State-of-the-art computer facilities already exist for students in the Department of Psychology. Specialized equipment or tests of intelligence, learning disabilities, and psychological well-being must be purchased.
8. Library support for the proposed program is adequate provided that the monograph collection is strengthened, requiring additional one-time funding of

\$4,181.62.

9. Resource summary: One-time costs of \$96,500 (i.e., library, specialized tests and equipment). Baseline costs of \$353,808/year (i.e., salaries and benefits, stipends, honoraria). Tuition revenue of \$106,000/year. Requested from COPSE: Start-up and approximately \$250,000/year ongoing. COPSE has approved the proposed budget.

Recommendations:

The SPPC recommends that:

Senate approve and recommend to the Board of Governors that it approve the introduction of a Master of Arts program in School Psychology in the Department of Psychology. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until he is satisfied that there would be sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Norman Hunter, Chair
Senate Planning and Priorities Committee

/jml

Faculty of Human Ecology

Office of the Dean

Room 208 Human Ecology Building
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Interdepartmental Correspondence

Date: August 25, 2004

To: Jeff Leclerc, Senate Secretary

From: Gustaaf Sevenhuysen, Acting Dean 

Subject: Material for Senate

Attached please find materials from the Faculty of Human Ecology for consideration by Senate. The materials include:

- Proposed name change for the Department of Clothing & Textiles
- Revisions of the Clothing & Textiles program
- Proposed change in the degree designation for the Clothing & Textiles program

I would appreciate your help in transmitting these materials to the appropriate committees of senate. If questions arise, I would be pleased to answer them.

GS/gp

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

Proposed Change of Department Name
From 'Clothing and Textiles' to 'Textile Sciences'

In May 2004, the Faculty Council of Human Ecology voted unanimously to support a complete overhaul of the Department of Clothing and Textiles. This initiative includes:

1. A new undergraduate program in Textile Sciences to be implemented in 2005-2006.
2. A new degree designation for graduates of the new program – Bachelor of Science (Textile Sciences).
3. Changing the name of the department from "Clothing and Textiles" to "Textile Sciences".

The mission of the proposed Department of Textile Sciences is to deliver an undergraduate program which imparts knowledge, theories, and skills which meet the demands of work and research environments driven by scientific, technological, and logistical innovations in textiles. The proposed program comprises two streams – the **product development stream** captures the knowledge and skills which enable graduates to function effectively in a variety of textile product development capacities; the **textile development stream** prepares students for occupations or a research career in technical textiles for healthcare or medical end uses.

The product development stream in the proposed new curriculum is a marked departure from the current program in Clothing and Textiles. It is structured to help students develop problem solving abilities through the integration of knowledge in textile science, human and organizational behavior, environmental forces, and methods of quantifying and interpreting observations.

Similarly, the Textile Development Stream is a response to the emerging significance of textiles in the health sector. This stream is structured to enable students to integrate knowledge in chemistry, biology, engineering, microbiology, kinesiology, textile science, human health, and research methods to realize the role of textiles in maintaining or restoring physical health of humans or protecting humans from hazardous environments. Three options are available to students who may have different interests or motivations for studying textiles in a health context:

- The Exercise and Sports Science option would enable students to link textiles or textile products to the wearer's physiology. This skill set is vitally important in areas such as developing and assessing performance of clothing systems used in hazardous or other highly specialized environments.
- The Engineering Sciences option offers an opportunity for students to apply engineering principles to understand the development of technical textiles. This option is beneficial for students who would like to pursue medical textiles or technical textiles research as a career.
- The Microbiological Sciences option gives students an opportunity to enroll in four microbiology courses which would help them understand the role of microbiology in developing textiles for healthcare end uses. This option is particularly beneficial for students who would like to pursue medical textiles research as a career.

The proposed new program will be delivered by four full-time faculty and three or four sessional instructors. The expertise of the full time faculty include textile engineering, polymers, composites, quantitative modeling of function and character of medical textiles, neural network, marketing, consumer behavior, and product development. Their teaching and research are rooted in disciplines such as engineering, statistics, medical microbiology, microbiology, physiology, and the social sciences. They publish in journals which are science or social science based:

- Journal of Composite Materials
- Journal of Colloid and Interface Science
- Modeling and Simulation in Materials Science and Engineering
- Textile Research Journal
- Journal of Fashion Management
- Journal of Small Business Management
- Canadian Tax Journal
- Issues in Accounting Education
- Marketing Management Journal
- Journal of Consumer Marketing
- Journal of Consumer Psychology
- Clothing and Textiles Research Journal
- Journal of the Textile Institute
- Indian Journal of Fibre & Textile Research

Benefits of Adopting a New Department Name

The following are the benefits of changing the name of the department to the Department of Textile Science:

1. It signals a science orientation to the new program.
2. It signals a substantial revision of the Department's mission and its role in higher education and research.
3. It accurately reflects the type of research undertaken by faculty and their approach to teaching and research.
4. It becomes an intellectual environment which is equally comfortable for male or female students.

Organization of Binder

Section	Content
A	Proposal for: <ul style="list-style-type: none"> • New Curriculum in Textile Sciences • New Department Name – Department of Textile Sciences • New Degree Designation – Bachelor of Science (Textile Sciences)
B	Course introduction forms and course outlines for: <ul style="list-style-type: none"> • 064.1AA Textiles for Living • 064.1BB Textiles, Products, and Consumers
C	Course introduction forms and course outlines for: <ul style="list-style-type: none"> • 064.2AA Textiles for Apparel End Uses • 064.2BB Textiles for Non-Apparel End Uses • 064.2CC Consumer and Organizational Behaviour Towards Textile Products • 064.2FF Pattern Development in an Industrial Environment
D	Course introduction forms and course outlines for: <ul style="list-style-type: none"> • 064.3BB Global Apparel and Textiles Trade • 064.3CC Product Standards and Specifications • 064.3DD Evaluation of Textile Performance • 064.3EE Line Planning and Visual Communication • 064.3GG Pattern Development in a Computer Aided Design Environment • 064.3PP Textiles for the Healthcare Sector • 064.3RR Production of Textile Products
E	Course introduction forms and course outlines for: <ul style="list-style-type: none"> • 064.4JJ Advanced Textiles for the Healthcare Sector • 064.4PP The Information Age and the Textiles Supply Chain • 064.4QQ Integrative Project • 064.4TT Color Management • 064.4WW Quality Assurance Systems
F	<ul style="list-style-type: none"> • Schedule of deletion • Course deletion forms for courses to be deleted in 05/06, 06/07, 07/08, 08/09 • Course renumbering form for 064.322 (to be renumbered in 05/06) • Transition plan • Program description (for calendar)
G	<ul style="list-style-type: none"> • Resource implications for Textile Sciences program • Library report for proposed course changes • Letter from Dean of Human Ecology to confirm availability of resources
H	Letters to verify space availability from: <ul style="list-style-type: none"> • Economics • Statistics • Family Social Sciences • Human Nutritional Sciences • Chemistry <p>Note: Psychology (verbal confirmation from Dr. Gerald Sande)</p>
I	Letters from units whose programs would be affected by the introduction of a new program in Textile Sciences. <ul style="list-style-type: none"> • Faculty of Science • Faculty of Human Ecology - Human Ecology program • Faculty of Education - Education/Human Ecology Program • University 1 <p>Note: Response from the Department of Mechanical and Industrial Engineering has not been received.</p>
J	Resolution to curricular infringement concerns voiced by the Department of Marketing
K	Approval of Statement of Intent From Council on Post-Secondary Education

Section A

Proposal for:

New Curriculum in Textile Sciences

New Department Name – Department of Textile Sciences

New Degree Designation – Bachelor of Science (Textile Sciences)

A Proposal for a New Undergraduate Curriculum in Textile Sciences

(Approved by the Faculty Council of Human Ecology on May 18, 2004)

Lena Horne, Ph.D.

**Acting Head, Department of Clothing and Textiles
Research Affiliate, University of Manitoba Centre on Aging
Faculty of Human Ecology
University of Manitoba**

Acknowledgment

I would like to acknowledge the following colleagues for their contribution to the development of this proposal:

Dr. Ruth Berry	Mrs. Judy Manness
Dr. John Bond	Ms. Nola Manns
Ms. Lorna Campbell	Ms. Laurel Martin
Mrs. Karen Chernesky	Ms. Lisa Quinn
Ms. Nicole Davie	Dr. Mashiur Rahman
Dr. Joan Durrant	Dr. Gustaaf Sevenhuysen
Dr. James Friel	Ms. Brigitte Wiebe

Introduction

The call to consider a new curriculum was a central element of the revitalization plan which was adopted by the Department Council of Clothing and Textiles in February 2001. In 2002, interviews with leaders of the apparel industry in Manitoba and graduates occupying middle or senior management positions were conducted. The participants also responded to a close-ended questionnaire developed to ascertain the relevance of specific clothing or textiles areas of study. Table 1 contains a summary of the responses by industry leaders and graduates. These responses were used to delineate the essential subject areas for the new curriculum. From January to March 2004, all sessional instructors in Clothing and Textiles met twice to review and revise the course outlines and program structures.

Core Principles

The new curriculum must meet the expectations and demands of the external and internal stakeholders. The external stakeholders consist of the sectors which employ Clothing and Textiles Graduates. The internal stakeholders include the Faculty of Human Ecology, and several Faculties whose undergraduate or graduate programs may benefit from specific courses in the new curriculum. To ensure the stakeholders' interests are met by the new curriculum, the development of the new curriculum was guided by several core principles:

1. To align with the institutional goals of the University of Manitoba.
2. To align with the emerging preventative health and health promotion thrust of the Faculty of Human Ecology by including aspects of human health which are present in the undergraduate programs in Family Social Sciences and Human Nutritional Sciences.
3. To align with the current and the foreseeable future human resource needs of the textiles and apparel complex.
4. To establish linkages with other units within the University of Manitoba.
5. To create an undergraduate experience which prepares students to pursue graduate studies in textile sciences.

Mission Statement

The Clothing and Textiles undergraduate program imparts knowledge, theories, and skills which meet the demands of work and research environments driven by scientific, technological, and logistical innovations in textiles.

Scope

The proposed undergraduate program comprises two streams. The **product development stream** captures the knowledge and skills which enable graduates to function effectively in a variety of textile product development capacities. The **textile development stream** prepares students for research in technical textiles for healthcare end uses. Table 2 summarizes the competencies to be developed over the course of the four-year program.

Table 1 – Relevance of Content Areas - 5 = very relevant; 1 = not relevant at all

Content Areas	Average Rating	
	Graduates n=7	Industry n=5
Use of computer technology in merchandising	4.86	4.75
Team work	4.86	4.75
How the apparel industry works	4.86	4.50
Project management skills	4.71	4.75
Developing product specifications	4.71	3.50
Use of computer technology in sales and promotion	4.71	4.50
Public speaking skills	4.71	4.25
Presentation skills	4.71	4.50
Word processing skills	4.57	4.75
Communicating textile product designs through sketching	4.43	3.75
Use of computer technology in pattern making, grading, and marker making.	4.43	4.00
Basic business knowledge	4.43	4.50
Appropriateness of fabrics for apparel end uses	4.43	4.75
International trade of apparel and textiles	4.43	4.25
Developing quality assurance programs	4.29	4.00
Pattern development for the industrial setting	4.29	4.00
Assembling textile products in the industrial setting	4.29	3.25
Planning work flow or production lines	4.29	3.75
Collecting, analyzing, and interpreting data on consumers	4.29	4.25
Consumer behavior towards textile products	4.14	4.00
Methods of dyeing, printing, or finishing textile products	4.14	4.00
How to test woven fabrics for their intended end uses	4.14	3.50
The major steps in textile product development	4.00	4.50
How to interpret textile testing results	4.00	4.25
How to test knitted fabrics for their intended end uses	3.86	3.50
Supply chain management	3.57	4.50
Product development internship	3.57	4.50
How the textile industry works	3.57	3.75
Methods of collecting, analyzing, and interpreting data on markets	3.57	4.25
The influence of environmental elements (e.g., radiation, air pollutants, and cleaning systems) on textile products	2.71	2.75
Appropriateness of fabrics for industrial end uses	2.29	2.75
Historical evolution of clothing styles	2.29	2.00
Appropriateness of fabrics for institutional end uses	2.00	2.00
Assembling textile products using home sewing methods	2.00	1.50
Appropriateness of fabrics for household end uses	2.00	2.25
Development of textiles from prehistoric times to present	1.71	2.00

Table 2 - Summary of Competencies

Year	Competencies for the Product Development Stream	Competencies for the Textile Development Stream
U1	<ul style="list-style-type: none"> • A broad understanding of the textiles complex. • The wide variety of textile products for consumers of all ages and abilities. • The role of textiles and textile products in enhancing the quality of life of consumers of all ages and abilities. • Sources of raw materials for textile products. • Theories and principles of functional apparel product development • Theories and principles of fashion apparel product development • Theories and principles of product development from an engineering and management perspective 	<ul style="list-style-type: none"> • A broad understanding of the textiles complex. • The wide variety of textile products for consumers of all ages and abilities. • The role of textiles and textile products in enhancing the quality of life of consumers of all ages and abilities. • Sources of raw materials for textile products. • Theories and principles of functional apparel product development • Theories and principles of fashion apparel product development • Theories and principles of product development from an engineering and management perspective
2	<ul style="list-style-type: none"> • Transformation of abstract concepts to prototypes – process and problem solving abilities. • Development of data collection and analysis skills. 	<ul style="list-style-type: none"> • Understanding of the role of organic chemistry in textile development. • Understanding of microbiological sciences, engineering sciences, or exercise and sports science and their applications to textiles for healthcare end uses. • Understanding of research on materials such as composites.
		<ul style="list-style-type: none"> • Development of data collection and analysis skills.
3	<ul style="list-style-type: none"> • Application of knowledge in years 1 and 2 to solve complex product development problems. • Various management and practical approaches to determine suitability of products for their intended end use. 	<ul style="list-style-type: none"> • Understanding of the range of technical textiles and their use in creating innovative products for consumers of all ages. • Understanding of textiles used in healthcare end uses. • Various management and practical approaches to determine suitability of products for their intended end use.
4	<ul style="list-style-type: none"> • Integration of knowledge gain from years 1, 2 and 3 to understand forces in the macro environment. • Demonstrate ability to integrate knowledge and skills to respond to product development challenges. 	<ul style="list-style-type: none"> • Integration of knowledge gain from years 1, 2 and 3 to understand forces in the macro environment. • Demonstrate ability to integrate knowledge and skills to respond to product development challenges.

Market

The program would appeal to men and women who have the aptitude and desire to learn and apply the process of creating textile products for specific end uses. The segments of this market include men and women who aspire to:

1. Work in industries which cater to the development of fashion apparel (defined here as styles of apparel that are accepted by a large majority of the consumer market at any given time).
2. Work in industries which cater to the development of textile products for end uses other than fashion.
3. Work in a variety of positions within the textiles supply chain, including positions within the federal government, for profit organizations, or non-profit organizations.
4. Work in organizations which develop standards for textile products.
5. Pursue research in technical textiles for the healthcare end uses.

Differentiation

Differentiation occurs when a good or service is perceived to be distinct from similar types of goods or services. The proposed undergraduate program is unique in many ways.

The Product Development Stream

This stream serves several strategic purposes:

1. Fashion apparel constitutes approximately 30% to 35% of all textiles produced in Canada. By expanding the boundary to include textile products other than fashion apparel, it gives students opportunities to pursue non-traditional careers. A scope beyond fashion would encourage both men and women to consider Textile Sciences as a worthwhile option in their choice of programs.
2. The product development stream will continue to serve the educational needs of those who wish to pursue fashion design as a career path in a manner which sets itself apart from the traditional fashion design curricula. When the content of this stream is compared to the four-year degree programs in fashion design offered by Kwantlen University College (British Columbia) and Ryerson University (Ontario), the uniqueness of the product development stream is evident (Table 3). While the programs offered by Kwantlen and Ryerson are deeply rooted in the development of fashion design skills, the distinct elements of the proposed stream are:
 - Treating the user and end uses as the beginning points of any product development endeavour.
 - Acknowledging people and organizations as consumers of textiles.
 - The integration of textile knowledge throughout the program.

Table 3 – Comparison of Proposed Product Development Stream and Two Other Four Year Degree Programs in Fashion Design

Industry Structure	Users of Textile Products	Introductory Textiles	Fashion Design	History	Textile Design	Sketching/ Drawing	Pattern Development	Production	Communications – visual or design	Product Standards	Information Technology	Practical Experience	Business	Independent Study
The Apparel Industry	Consumer and Professional Textile Products	Textile Science Textiles I Textiles II	Fundamentals of Fashion Design Fashion Design I Fashion Design II Textile Design Line and portfolio development Fashion Design I Introduction to Fashion Design	History of Costume Design History of Design History of Costume History of Textiles	Textile Design I	Drafting & Sewing I Drafting & Sewing II Drafting & Sewing III Drafting & Sewing IV Fashion Drawing I Advanced Drafting and Sewing Technical Fashion Drawing Line and Portfolio Development Computer Aided Design I	Drafting & Sewing I Drafting & Sewing II Drafting & Sewing III Drafting & Sewing IV Computer Based Pattern Drafting Pattern grading and CAD Advanced Drafting and Sewing Fashion II Fashion III Computer Aided Design I Computer Aided Design II Grading Pattern Development and Evaluation Pattern Development and Evaluation	Volume Production Production Planning and Operations Production Technology Materials Management Production of Textile Products	Communication Design I Communication Design II Visual Communications for Designers II Integrated Visual Communication I The Planning and Visual Communication	Product Standards and Specifications Quality Assurance Systems Color Management Evaluation of Textile Performance	Information Age and the Apparel and Textile Industries	Fashion retail experience Internship Work Study Integrated Project	Introduction to Marketing Business and Technical Communications Fashion Business Practices Marketing I Marketing II New Venture Startup Fashion in International Markets Globalization of Apparel and Textiles Elective Courses to be selected from 2015/16 to 2017/18	Fashion IV – special independent projects Independent Project

Red: Kwantlen University College – Bachelor of Applied Design in Fashion Design and Technology
Green: Ryerson University – Bachelor of Applied Arts- Fashion Design Option

- Innovative courses such as *Color Management*, *Product Standards and Specifications*, *Quality Assurance Systems*, *Global Apparel and Textiles Trade*, and *The Information Age and the Textiles Supply Chain* reflect a keen awareness of at least two enduring forces in the environment – the geo-political developments in world trade and information technology.

Program Structure of the Product Development Stream

The structure of the product development stream is included in Appendix A. Required textile sciences courses constitute 40% of the requirement of this stream; health related courses constitute 5% of the program requirement. As Dr. Tammi Feltham will be joining the academic staff in July 2004, over the next two years, Dr. Feltham will develop two to three new elective courses which integrate management and business with textiles.

A known risk of a highly structured program is that some students would take longer than four years to complete it. This risk was addressed by seeking the opinions of the teaching staff. The collective view was that the benefits of a highly structured program outweigh the weaknesses of a loosely structured program. A highly structured program enables the instructors to build on knowledge and skills from one year to another, resulting in a high quality program which demands students to meet high standards. Moreover, a structured program encourages cohesion among the teaching staff. A reasonable solution to help students stay on track is to offer some of the key courses in intersession or summer session.

The Textile Development Stream

The textile development stream is created to position the University of Manitoba as the only higher educational institution in Canada that offers an undergraduate experience which taps into the emerging importance of technical textiles in the healthcare sector. As a greater proportion of North Americans are aging and personal and national security issues are beginning to gain attention, textiles for healthcare end uses is an area of research that is expected to grow. The University of Manitoba's current record of success in attracting health-related research funding means that there exists a pool of potential collaborators for interdisciplinary research in healthcare textiles or textile products.

Program Structure of the Textile Development Stream

The structure of the Textile Development Stream is included in Appendix B. Thirty-six percent of the program requirement is allocated to courses in textile sciences. Since the nature of textile development is interdisciplinary, students who subscribe to this stream will be offered opportunities to cross disciplinary boundaries by choosing one of three options:

1. The Exercise and Sports Science option (Appendix C) – Four courses from the Faculty of Physical Education and Recreation Studies are open to students in the Textile Development stream:

- 57.120 Physical Activity, Health and Wellness (3)
- 57.121 Human Anatomy (3)
- 57.122 Kinesiology (3)
- 57.343 Exercise Physiology 1 (3)

These four courses would enable students to connect textiles and the physiology of the wearer. This relationship is vitally important in areas such as developing and assessing the performance of clothing systems used in hazardous environments. Students who complete all four courses will have the comment "Exercise and Sports Science Option" included in their transcripts.

2. The Engineering Sciences option (Appendix D) – this option offers an opportunity for students to apply engineering principles to develop innovative textiles. Nine courses are available to students in this stream:

- 025.227 Principles of Engineering Materials (4)
- 130.135 Engineering Statics (4)
- 130.140 Engineering Design (4)
- 025.229 Manufacturing Engineering (3) – no pre-requisites
- 025.230 Introduction to Production and Manufacturing (3) – no pre-requisites
- 025.354 Modern Engineering Materials (4)
- 023.280 Solid Mechanics (4)
- 034.258 Biosystems Engineering Design Trilogy 1 (4)
- 034.359 Mechanics of Materials in Biosystems (4)

Appendix D contains the program structure for this option. Students will be able to declare an Engineering Sciences option after completing at least 18 hours from the list of nine courses. The comment "Engineering Sciences Option" will be included in their transcripts.

3. Microbiological Sciences option (Appendix E) – This option gives students an opportunity to enroll in four microbiology courses which would help them understand the role of microbiology in developing textiles for healthcare end uses:

- 060.210 General Microbiology A (3L)
- 060.236 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy (3L)
- 060.237 Biochemistry 2: Catabolism, Synthesis, and Information Pathways (3L)
- 060.301 Mechanism of Microbial Disease (3)

Appendix E shows the structure of the program and the sequence of microbiology courses. Students who complete all four courses will have the comment "Microbiological Sciences Option" included in their transcripts.

Program and Core Principles

The proposed curriculum responds to the core principles that drove its development.

1. To align with the institutional goals of the University of Manitoba

The proposed curriculum fits well into at least two major elements in the University of Manitoba's strategic plan *Building for a Bright Future*.

- a. To pursue research that would be supported by the federal granting agencies - the Textile Development stream aims to nurture young scientists to pursue healthcare textiles as a career path. The academic staff who would be responsible for delivering this stream would be researchers with solid track records to compete for CIHR, NSERC, or other private sector research funding opportunities.
 - b. To encourage integration of knowledge across disciplinary boundaries by promoting multi or interdisciplinary studies – the Exercise and Sports Science, Engineering Sciences, and the Microbiological Sciences options offer opportunities for students to integrate knowledge from three highly related disciplines.
2. To align with the emerging preventive health and health promotion thrust of the Faculty of Human Ecology – both streams require two health-related courses: *030.121 Nutrition for Health and Changing Lifestyles* and *057.120 Physical Activity, Health, and Wellness*. Students are free to enroll in other health or health-related courses by using their free electives.
 3. To align with the current and the foreseeable future human resource needs of the textiles and apparel complex – the product development stream responds to the need for graduates who can integrate the creative, technical, and logistical dimensions of product development. The textile development stream responds to the demand for textile scientists in textiles for healthcare end uses.
 4. To establish linkages with other units within the University of Manitoba - the Exercise and Sports Science option, the Engineering Sciences option, and the Biological Sciences options are solid evidence of linkages with other Faculties. Furthermore, the potential for collaborative research in textiles for healthcare end uses has received strong support from Medical Microbiology and Medical Rehabilitation.
 5. To create an undergraduate experience which forms the foundation for excellence in postgraduate research - there is a demand for graduates who are able to integrate the creative, technical, and logistical dimensions of product development. The University of Manitoba would be the only institution in Canada to offer such a program. Similarly, there is a demand for healthcare textile scientists. The University of Manitoba would be the only institution in Canada to prepare students for graduate work in this area.

Expected Enrolment

The **product development stream** would attract approximately 30 students in the first year. The expected enrolment for the **textile development stream** would be approximately 25 students in the first year. The targets would be:

- Canadian high school students who are interested in treating textiles as a form of materials science.
- Mature students who are considering alternate career paths.
- International students who have backgrounds in textile technology or engineering but who may not have been exposed to the research opportunities in healthcare textiles.
- Qualified international students who are not able to enroll in textile programs in the United States because of stringent visa distribution policies.

Alliances

The proposed curriculum has received internal and external support. Appendix F contains letters of support from the units listed below.

- Faculty of Engineering
- Faculty of Physical Education and Recreation Studies
- Department of Microbiology
- Department of Medical Microbiology
- School of Medical Rehabilitation
- Department of Human Ecology, University of Alberta
- Mr. Robert Silver, Western Glove Works
- Graduates of the Clothing and Textiles Program

Furthermore, the multidisciplinary nature of the Textile Sciences program has prompted the University of Manitoba Libraries to include the new curriculum in its Information Literacy Research Project. In 2005, when the new curriculum is launched, the academic staff in Department of Textile Sciences (pending approval of new department name) will work closely with Betty Braaksma, Ganga Dakshinamurti, and Asako Yoshida to align the content of new courses with the data collection instruments of the Information Literacy Project. This is an invaluable opportunity for students in the new program to learn to search, evaluate, and organize information in a progressively skillful way as they move through the four years of their program.

For the Product Development Stream, with the support of Lectra, the Department will be able to include state-of-the-art computer aided product development technologies in the delivery of courses in the product development stream. Furthermore, the National Research Council Industrial Research Assistance Program consistently includes the Department in activities which promote the adoption of product development technologies.

The Certificate Program in Apparel Design

The boundaries for the proposed undergraduate program and the Certificate Program in Apparel Design offered through the Continuing Education Division are distinct. The Certificate Program offers the following:

1. Pattern Design (36 hours)
2. Textiles (24 hours)
3. Advanced Pattern and Construction (30 hours)
4. Fashion Illustration and Terminology (25 hours)
5. Tailored and Draped Apparel Design (30 hours)
6. Tailoring Women's and Men's Wear (27.5 hours)

The proposed curriculum offers opportunities that go beyond pattern-making and clothing construction. Both streams are developed to enable graduates to compete for non-traditional positions in the textile complex.

Proposed New Department Name

In keeping with the strategic thrust of the new curriculum, the proposed new name for the department is Department of Textile Sciences.

Proposed Degree Designation

In-keeping with the strategic thrust of the new curriculum, the proposed new degree designation is Bachelor of Science (Textile Sciences).

Net Change in Credit Hours

From 2005/06 to 2008/09, a total of 84 credit hours will be phased out in four waves. The new curriculum comprises 54 credit hours of Textile Science courses, resulting in a net change of minus 30 credit hours (Table 4). Table 5 shows that the most dramatic net change will occur in 2005/06, when many courses in the current Clothing and Textiles program which have not been offered for a long time, will be deleted. From 2006 to 2009, the net change in credit hours per year will range from minus three to plus three credits.

Table 4 – Net Change in Credit Hours

Courses to be introduced from 05/06 to 08/09	Credit Hours	Courses to be deleted from 05/06 to 08/09	Credit Hours
64.1AA Textiles for Living	3	64.102 Today's Textiles	3
64.1BB Textiles, Products, and Consumers	3	64.122 Dynamics of the Fashion Industry	3
64.2AA Textiles for Apparel End Uses	3	64.220 Fabric Performance	3
64.2BB Textiles for Non Apparel End Uses	3	64.221 Textile Management	3
64.2CC Consumer and Organizational Behavior Toward Textile Products	3	64.223 Textile Product Development: Foundations	3
64.2FF Pattern Development in An Industrial Setting	3	64.224 Textile Product Development: Construction Basics	3
64.3BB Global Apparel and Textiles Trade	3	64.225 Textile Product Development: Visual Communication	3
64.3CC Product Standards and Specifications	3	64.322 Socio-psychological Aspects of Clothing	3
64.3DD Evaluation of Textile Performance	3	64.327 Research Process in Clothing & Textiles	3
64.3EE Line Planning & Visual Communication	3	64.329 History of Western Dress	3
64.3GG Pattern Development in a Computer Aided Design Environment	3	64.335 Folk Costumes of the World	3
64.3PP Technical Textiles	3	64.337 Textile Evaluation	3
64.3RR Production of Textile Products	3	64.339 Fiber and Color Science	3
64.4TT Color Management	3	64.340 Economics of the Textiles & Apparel Industries	3
64.4WW Quality Assurance Systems	3	64.342 Apparel Manufacture	3
64.4PP Information Age and the Textiles Supply Chain	3	64.343 Structural Textile Design: Weaving	3
64.4QQ Senior Project	6	64.344 The Application of Color in Textile Design	3
64.4JJ Advanced Textiles for the Healthcare Sector	3	64.346 Textile and Apparel Policy	3
Courses retained from the current curriculum		64.348 Textile Product Development: Pattern Development	3
64.332 History of Textiles – to be renumbered to a 200 level.	3	64.349 Textile Product Development: Computerized Pattern Development	3
64.347 Selected Topics in Clothing and Textiles	3	64.421 Seminar in Clothing and Textiles	3
64.432 Selected Topics in Clothing and Textiles 1	3	64.426 Textiles and Apparel Marketing	3
64.433 Selected Topics in Clothing and Textiles 2	3	64.434 Senior Project	3
Credit hours deleted = 84 Credit hours introduced = 54 Net change in credit hours = minus 30		64.436 History of Canadian Dress	3
		64.437 Textile Product Development: Advanced Applications	3
		64.438 Textile Product Development: Studio	3
		64.430 Textile Investigation	3
		64.431 Practicum	3

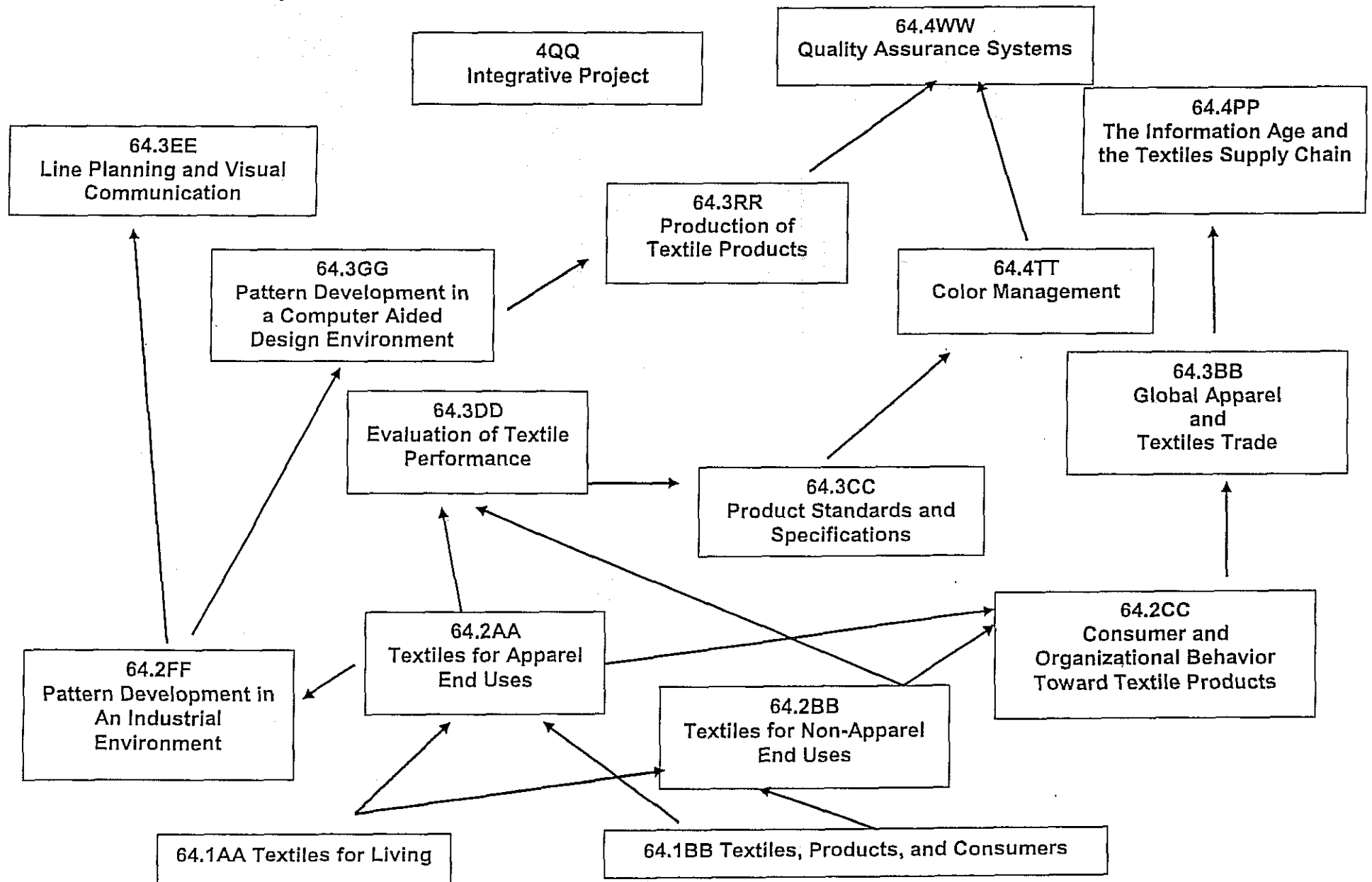
Table 5 - Net Change in Credit Hours by Year

Year	Number of Credit Hours Deleted	Number of Credit Hours Introduced	Net Change
2005/06	36	6	-30
2006/07	15	12	-3
2007/08	18	18	0
2008/09	15	18	+3
Total			-30

Appendix A

The Product Development Stream

The Product Development Stream



Product Development Stream

Year 1

Course #	Course Name	Credits	U1
005.100M	Basic Statistical Analysis 1	3	Science
002.100 or 002.130	Understanding the World Through Chemistry or University 1 Chemistry: Structure and Modelling in Chemistry	3	Science
017.120	Introduction to Psychology	6	Arts
18.122	Introduction to Global and Environmental Economic Issues & Policies	3	Arts
018.121	Introduction to Canadian Economic Issues and Policies	3	Arts
057.120	Physical Activity, Health and Wellness	3	U1
064.1AA	Textiles For Living	3	U1
064.1BB	Textiles, Products, and Consumers	3	U1
	Free elective	3	

Year 2

Course #	Course Name	Credits
028.103W	Human Ecology: Perspectives and Communication	3
028.205	Introduction to Research	3
030.121	Nutrition for Health and Changing Lifestyles	3
064.2AA	Textiles for Apparel End Uses	3
064.2BB	Textiles for Non-Apparel End Uses	3
064.2CC	Consumer and Organizational Behavior Toward Textile Products	3
064.2FF	Pattern Development in an Industrial Environment	3
	Departmental elective	3
	Free electives	6

Year 3

Course #	Course Name	Credits
062.101	Human Development in the Family	3
028.310	Communication for Professional Practice	3
064.3BB	Global Apparel and Textiles Trade	3
064.3CC	Product Standards and Specifications	3
064.3DD	Evaluation of Textile Performance	3
064.3EE	Line Planning and Visual Communication	3
064.3GG	Pattern Development in a Computer Aided Design Environment	3
064.3RR	Production of Textile Products	3
	Departmental elective	3
	Free elective	3

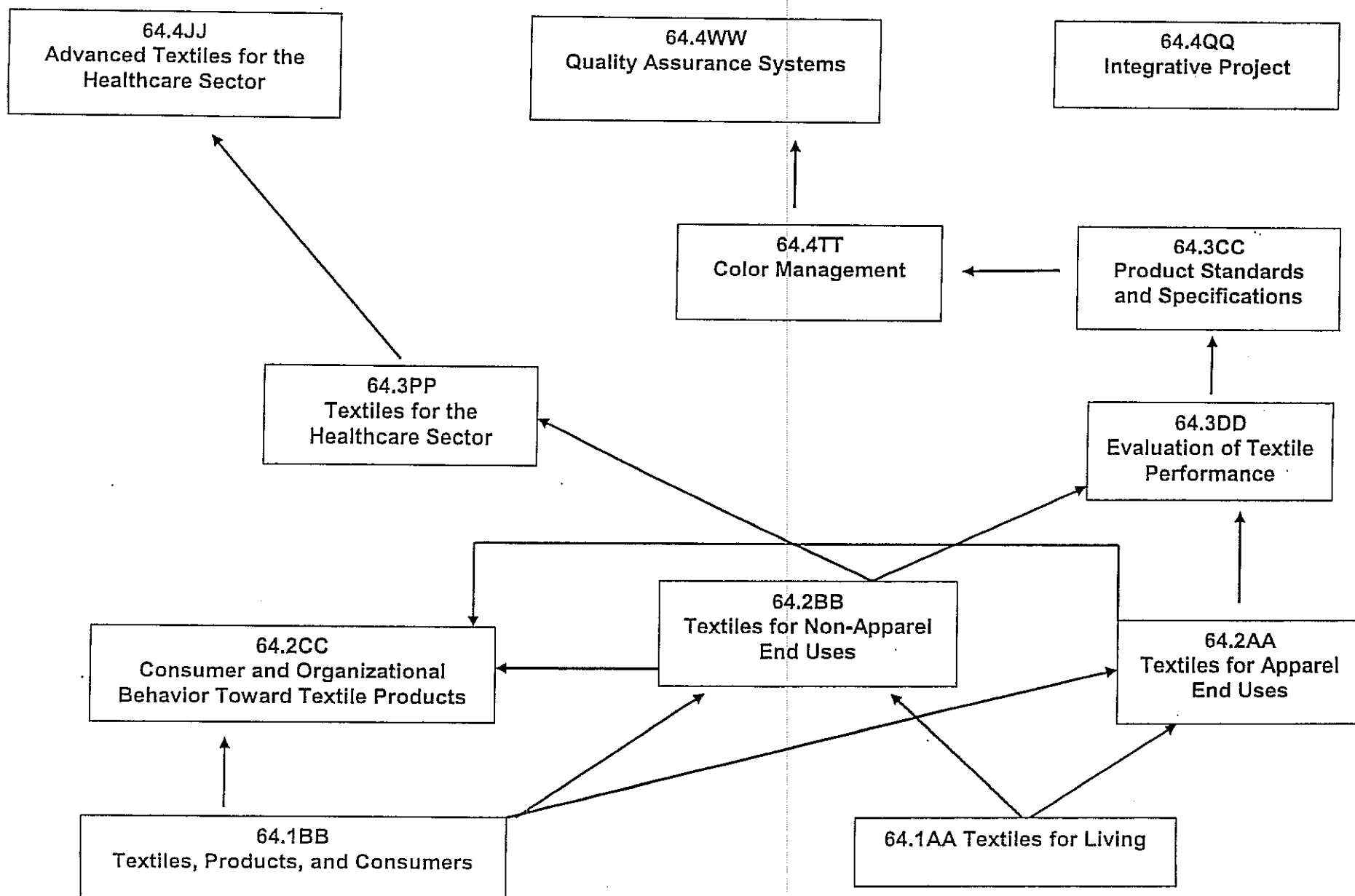
Year 4

Course #	Course Name	Credits
064.4TT	Color Management	3
064.4WW	Quality Assurance Systems	3
064.4PP	Information Age and the Textiles Supply Chain	3
064.4QQ	Integrative Project	6
	Departmental elective	3
	Free electives	12

Appendix B

The Textile Development Stream

The Textile Development Stream



Appendix C

The Textile Development Stream Exercise and Sports Science Option

Year 1

Course #	Course Name	Credit Hours	U1
002.130	University 1 Chemistry: Structure and Modelling in Chemistry	3	Science
002.131	University 1 Chemistry: An Introduction to Physical Chemistry	3	Science
071.125	Biology B	6	Science
017.120	Introduction to Psychology	6	Arts
057.120	Physical Activity, Health and Wellness	3	U1
064.1AA	Textiles For Living	3	U1
064.1BB	Textiles, Products, and Consumers	3	U1
	Free Elective	3	

Year 2

Course #	Course Name	Credit Hours
028.103W	Human Ecology: Perspectives and Communication	3
005.100M	Basic Statistical Analysis 1	3
030.121	Nutrition for Health and Changing Lifestyles	3
064.2AA	Textiles for Apparel End Uses	3
064.2BB	Textiles for Non-Apparel End Uses	3
064.2CC	Consumer and Organizational Behavior Toward Textile Products	3
002.221	Introductory Organic Chemistry 1: Structure and Function	3
002.222	Introductory Organic Chemistry 2: Reactivity and Synthesis	3
022.133	Physiology of the Human Body	3
	Free elective	3

Year 3

Course #	Course Name	Credit Hours
062.101	Human Development in the Family	3
028.205	Introduction to Research	3
005.200M	Basic Statistical Analysis 2	3
064.3CC	Product Standards and Specifications	3
064.3DD	Evaluation of Textile Performance	3
064.3PP	Textiles for the Healthcare Sector	3
057.232	Human Anatomy	3
	Departmental elective	3
	Free electives	6

Year 4

Course #	Course Name	Credit Hours
028.310	Communication for Professional Practice	3
064.4TT	Color Management	3
064.4WW	Quality Assurance Systems	3
064.4JJ	Advanced Textiles for the Healthcare Sector	3
064.4QQ	Integrative Project	6
057.343	Exercise Physiology 1	3
057.231	Kinesiology	3
	Free electives	6

Appendix D

The Textile Development Stream Engineering Sciences Option

Textile Development Stream - Engineering Sciences Option

Year 1

Course #	Course Name	Credit Hours	U1
002.130	University 1 Chemistry: Structure and Modelling in Chemistry	3	Science
002.131	University 1 Chemistry: An Introduction to Physical Chemistry	3	Science
005.100M	Basic Statistical Analysis 1	3	Science
005.200M	Basic Statistical Analysis 2	3	Science
017.120	Introduction to Psychology	6	Arts
064.1AA	Textiles For Living	3	U1
064.1BB	Textiles, Products, and Consumers	3	U1
130.135 or 130.140	Engineering Statics Or Engineering Design	4	U1
	Free elective	3	

Year 2

Course #	Course Name	Credit Hours
028.103W	Human Ecology: Perspectives and Communication	3
030.121	Nutrition for Health and Changing Lifestyles	3
057.120	Physical Activity, Health and Wellness	3
064.2AA	Textiles for Apparel End Uses	3
064.2BB	Textiles for Non-Apparel End Uses	3
064.2CC	Consumer and Organizational Behavior Toward Textile Products	3
002.221	Introductory Organic Chemistry 1: Structure and Function	3
002.222	Introductory Organic Chemistry 2: Reactivity and Synthesis	3
	Fulfillment of Engineering Sciences option	Maximum of 4
	Free elective	3

Year 3

Course #	Course Name	Credit Hours
062.101	Human Development in the Family	3
028.205	Introduction to Research	3
064.3CC	Product Standards and Specifications	3
064.3DD	Evaluation of Textile Performance	3
064.3PP	Textiles for the Healthcare Sector	3
	Departmental elective	3
	Fulfillment of Engineering Sciences option	Maximum of 8
	Free elective	3

Year 4

Course #	Course Name	Credit Hours
028.310	Communication for Professional Practice	3
064.4TT	Color Management	3
064.4WW	Quality Assurance Systems	3
064.4JJ	Advanced Textiles for the Healthcare Sector	3
064.4QQ	Integrative Project	6
	Fulfillment of Engineering Sciences option	Maximum of 12
	Free elective	3

Appendix E

The Textile Development Stream Microbiological Sciences Option

Textile Development Stream - Microbiological Sciences Option

Year 1

Course #	Course Name	Credit Hours	U1
002.130	University 1 Chemistry: Structure and Modelling in Chemistry	3	Science
002.131	University 1 Chemistry: An Introduction to Physical Chemistry	3	Science
017.120	Introduction to Psychology	6	Arts
071.125	Biology B	6	Science
057.120	Physical Activity, Health and Wellness	3	U1
064.1AA	Textiles For Living	3	U1
064.1BB	Textiles, Products, and Consumers	3	U1
	Free Elective	3	

Year 2

Course #	Course Name	Credit Hours
028.103W	Human Ecology: Perspectives and Communication	3
005.100M	Basic Statistical Analysis 1	3
030.121	Nutrition for Health and Changing Lifestyles	3
064.2AA	Textiles for Apparel End Uses	3
064.2BB	Textiles for Non-Apparel End Uses	3
064.2CC	Consumer and Organizational Behavior Toward Textile Products	3
002.221	Introductory Organic Chemistry 1: Structure and Function	3
002.222	Introductory Organic Chemistry 2: Reactivity and Synthesis	3
060.210	General Microbiology A	3
	Free elective	3

Year 3

Course #	Course Name	Credit Hours
062.101	Human Development in the Family	3
028.205	Introduction to Research	3
005.200M	Basic Statistical Analysis 2	3
064.3CC	Product Standards and Specifications	3
064.3DD	Evaluation of Textile Performance	3
064.3PP	Textiles for the Healthcare Sector	3
060.236	Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy	3
060.237	Biochemistry 2: Catabolism, Synthesis, and Information Pathways	3
	Departmental elective	3
	Free elective	3

Year 4

Course #	Course Name	Credit Hours
028.310	Communication for Professional Practice	3
064.4TT	Color Management	3
064.4WW	Quality Assurance Systems	3
064.4JJ	Advanced Textiles for the Healthcare Sector	3
064.4QQ	Integrative Project	6
060.301	Mechanism of Microbial Disease	3
	Departmental elective	3
	Free electives	6

Appendix F
Letters of Support



UNIVERSITY
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Department of Microbiology

Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9372
Fax (204) 474-7603

May 14, 2004

Dr. Gustaaf Sevenhuysen
Acting Dean
Faculty of Human Ecology
208A Human Ecology Building

Dear Dr. Sevenhuysen,

On behalf of the Department of Microbiology, I would like to support the introduction of the new program in Textile Sciences which deals with the study of textiles for healthcare end uses. Students enrolled in the Microbiological Sciences Option pathway of this program will be welcomed into our undergraduate courses, provided that they meet the given prerequisites. As discussed with Dr. Lena Horne, the following courses are initially recommended as a means of giving these students an adequate background in microbiology:

60.210	General Microbiology A
60.236	Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy
60.237	Biochemistry 2: Catabolism, Synthesis and Information Pathways
60.301	Mechanisms of Microbial Disease

These courses will also give them the prerequisites to take other relevant microbiology courses such as 60.211 General Microbiology B, 60.341 Molecular Biology and 60.401 Immunology.

We wish you success in providing this worthwhile program to your undergraduate students.

Respectfully yours,

Elizabeth Worobec
Assistant Head, Microbiology

cc. Lena Horne, Clothing and Textiles
Peter Loewen, Microbiology



UNIVERSITY OF MANITOBA | Faculty of Physical Education
and Recreation Studies

April 19, 2004

Dr. Gustaaf Sevenhuysen,
Acting Dean,
Faculty of Human Ecology,
University of Manitoba

Dear Dr. Sevenhuysen:

We have reviewed the proposed curriculum of the Clothing and Textiles Department, as requested in your letter of March 15, 2004 to Dean Hrycaiko. I have also discussed with Dr. Lena Horne, Acting Head of Clothing and Textiles, your request that students in the Textile Development stream have access to a voluntary minor (18 credit hours) in Physical Education and Recreation Studies.

We support your initiative to enable students in Textile Development to increase their knowledge of human movement. However, the Faculty of Physical Education and Recreation Studies does not permit students to take a minor in physical education, as this would open the door for students with insufficient preparation to enter the Faculty of Education with the goal of teaching physical education in the school system. The revised recommendation, forwarded to me by Dr. Horne on April 11th, that your students be granted permission to take the following four courses (12 credit hours) is acceptable to our Faculty:

- 057.120 Physical Activity Health and Wellness
- 057.231 Kinesiology
- 057.232 Human Anatomy
- 057.343 Exercise Physiology I

..... > 2

We understand that the University 1 course (057.120 Physical Activity Health and Wellness) will be required of all students in the Textile Development stream, up to 50 students per year. This will not pose any resource problems, as this course is offered in regular session (one or two large sections each year), and by Distance Education in the summer. There are resource implications for the other courses, which all have laboratories and are generally near maximum enrolment. As per your request, we are willing to provide four reserve spaces in each of these three courses in the first two years of the proposed curriculum. Should the demand prove to be greater than this we will need to re-visit this arrangement, especially as it relates to provision of laboratory instruction.

We are pleased to support your Faculty in this innovative curriculum. We appreciate the opportunity this will also provide for Exercise and Sport Science students to take courses in Clothing and Textiles. As you noted, the re-orientation of research that will accompany the curriculum changes may foster significant research collaborations between our Faculties.

Please call me if you require any additional information.

Sincerely,



A. Elizabeth Ready, Ph.D.
Associate Dean (Academic)

Cc: D. Hrycaiko, L.Horne, C. Lorback



UNIVERSITY OF MANITOBA | Faculty of Engineering
Office of the Dean



349 Engineering Building
Winnipeg, Manitoba
Canada R3T 5V6
Telephone (204) 474-9806/7
Fax (204) 275-3773

May 6, 2004

Dr. Gustaaf P. Sevenhuysen
Acting Dean
Faculty of Human Ecology
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

Dear Dr. Sevenhuysen:

The Faculty of Engineering is pleased to support the proposed curriculum of the Department of Clothing and Textiles, Faculty of Human Ecology. The proposed Engineering Sciences Option in the Textile Development Stream contains the appropriate engineering courses for Clothing and Textiles students.

The curriculum offers important new opportunities for collaboration that will benefit the students in the Faculties of Human Ecology and Engineering. In addition, the collaboration is expected to extend into the research related to Textile Sciences and the Faculty of Engineering looks forward to the development of joint research initiatives.

Sincerely,

D.W. Ruth, P.Eng., Ph.D.,
Professor and Dean of Engineering

/pp



UNIVERSITY
OF MANITOBA

School of Medical Rehabilitation

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March 31, 2004

Dr. G. P. Sevenhuysen
Acting Dean
Faculty of Human Ecology
208A Human Ecology Building
Fort Garry Campus

Dear Dr. Sevenhuysen:

Thank you for meeting with Dr. Etcheverry and me to describe the proposed new undergraduate curriculum in the Department of Clothing and Textiles. We were most interested to hear from you and Dr. Horne that there will be two streams in the curriculum – product development and textile development and that plans are being developed for voluntary minors in Engineering and Physical Education and Recreation studies for the textile development stream as well as a management minor in the product development stream. We agreed that there could be opportunities for students from each of our programs to work together on projects, particularly on those related to clothing and textile needs of persons with disabilities.

Faculty members of the School of Medical Rehabilitation have participated in research and graduate teaching with members of Human Ecology; the new focus on textile and product development will provide increased opportunity for joint endeavours. I anticipate that parallel changes in your graduate program will provide exciting opportunities for joint courses and shared advisory committees.

I commend your initiative and support fully your proposed undergraduate curriculum. This is an innovative and exciting development for the University of Manitoba.

Sincerely,

Juliette E. Cooper, PhD
Professor
Director, School of Medical Rehabilitation
Associate Dean (Allied Health), Faculty of Medicine

cc Dr. E. Etcheverry

May 6, 2004

To Whom It May Concern,

I have had the recent opportunity to speak with Dr. L. Horne regarding the proposed new curriculum for the Dept. of Clothing & Textiles at UofM. I would like to express my complete support for her efforts to update the department's curriculum in order to properly reflect the current & future work standards in the fashion/apparel industry.

I am a former student of the Department of Clothing & Textiles program. My grades were high and I feel I understood well the parameters of the courses in which I was enrolled. However, when I entered the work force as an assistant merchandiser (likely the most common position in apparel manufacturing environments for C&T students), I felt completely unprepared and unknowledgeable about the industry and the job I had been hired to do. Furthermore, the subsequent on-the-job training I received had almost no crossover with the UofM education I had spent my hard-earned money on.

Over the past 5 years I have had the good fortune of working in a consulting capacity within the fashion industry. I have approximately 60 clients across Canada, all of which are apparel manufacturers and vertical retailers. I consult directly with designers, merchandisers, and marketers, and so as I write this letter I am completely confident that I thoroughly understand the demands and needs of these positions in the apparel industry. I am certain that Dr.Horne's proposed new curriculum for the C&T department will turn out students that can understand and meet these demands/needs immediately.

Let me be clear: It is imperative that the C&T department make changes that adequately train students for actual positions they will encounter in the apparel industry workforce. The benefits are not only an increase in student workforce-placement, but also a potential increase in enrollment to the department, increased recognition for the university, and - most importantly – a chance to strengthen our economy with a readily prepared workforce.

I am available for further comment should the need arise.

Sincerely,
Renee L'Abbe
renee@creativeresearchunit.com



UNIVERSITY OF MANITOBA | Department of
Medical Microbiology

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07 April 2004

Dr. G.P. Sevenhuysen
Acting Dean, Faculty of Human Ecology
208A Human Ecology
University of Manitoba

Dear Dr. Sevenhuysen:

This is in follow-up to our meeting on April 5, 2004 regarding the new direction for the current Clothing and Textiles Department in the Faculty of Human Ecology, specifically towards the development of microbial resistant textiles for medical use. On behalf of the Department of Medical Microbiology, Faculty of Medicine, I am very happy to fully support this initiative. This is an area of research and development for which there are a great deal of opportunities and a substantial need.

There are a number of individuals in the Department of Medical Microbiology with research interests that would complement the direction of the Clothing and Textiles Department. Specifically, Dr. Stefan Wagener is an Adjunct Professor from the Canadian Science Centre for Human and Animal Health whose area of expertise is laboratory safety. As well, Dr. Michelle Alfa has a research interest in biofilms. Dr. George Zhanel and his colleagues in the antibiotic resistance group have an interest in collaborating in this field. Also, there is considerable expertise at the University of Manitoba in hospital infection prevention and control with myself, Dr. John Embil, Dr. Evelyn Lo, and Dr. Lindsay Nicolle actively involved in this area. As well, we are recruiting Dr. Ethan Rubinstein to be the Section Head of Infectious Diseases in Internal Medicine. Dr. Rubinstein's research interests include the study of bioterrorism agents, particularly anthrax, and I am sure he would be very interested in working with the Clothing and Textiles Department in their initiative. Finally, our department has a number of individuals with Adjunct appointments in the Department of Medical Microbiology who work at both the National Microbiology Laboratory and the Canadian Food Inspection Agency. From time to time their clinical and research interests relate to emerging pathogens for which new prevention strategies for infection are necessary. Again, I suspect that they as well would have interests in collaborating with scientists who are recruited to the Clothing and Textiles Department.

As we discussed, if an individual is recruited to the Clothing and Textiles Department who had a specific interest in medical microbiology or infectious diseases related research, a cross appointment in the Department of Medical Microbiology, Faculty of Medicine can easily be arranged.

Dr. G.P. Sevenhuysen

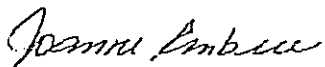
07 April 2004

Page 2

This would allow for the establishment of a close collaborative educational and research environment between our two departments.

Please let me know if there is any other way in which I can help support this new initiative.

Sincerely,



Joanne E. Embree, MD, FRCPC

Professor and Head

Department of Medical Microbiology

c.c. Dr. Lena Horne – Associate Professor, Clothing and Textiles Department
Dr. Brian Hennen – Dean, Faculty of Medicine



University of Alberta
Edmonton, Alberta
Canada T6G 2N1

Department of Human Ecology
3-02 Human Ecology Building
Telephone (780) 492-3824
Fax (780) 492-4821

April 30, 2004

Dr. Gustaaf Sevenhuysen, Acting Dean
Faculty of Human Ecology
209 Human Ecology Building
University of Manitoba
35 Chancellor's Circle
Winnipeg, Manitoba R3T 2N2

Dear Dr. Sevenhuysen:

I am writing to support the proposed changes to the undergraduate curriculum in Clothing and Textiles in your Faculty. I am very impressed with the proposal that Lena Horne has shared with me. The proposal is well thought out and well documented.

As a professor of textiles and clothing for 35 years, a former chair of Textiles and Clothing, Dean of Home Economics, and then Chair of Human Ecology, I am quite familiar with post-secondary programs in textiles, clothing and related fields. The proposed curriculum represents an exciting departure from traditional curricula in our field of study. I believe that it is most appropriate for the Department as it is situated to work closely with Manitoba and other Canadian industry. The focus on product development is in keeping with a trend in several major programs in the USA. Furthermore, the U of Manitoba proposal outlines within that focus a niche area for which you are already known. This is important, for as outlined in the proposal it differentiates the Manitoba program from the program offered here at the University of Alberta and from newer fashion-oriented programs offered by former technical colleges-turned-universities. I presume that it will also lead to a similar focus in the graduate program.

I believe it is important that a strong program in this area continues to exist at the University of Manitoba, that it complements the program at the University of Alberta, and that we continue to cooperate with each other. We recruit graduate students from each other's programs so the quality of the program at Manitoba is very important to us. I personally see the proposed new curriculum as an exciting development and I hope that it is approved.

Betty Crown, PhD, PHEc, ATI

cc. Dr. Lena Horne



Western Glove Works
555 Logan Ave.
Winnipeg, Manitoba,
Canada R3A 0S4
204 788-4249
fax: 204 772-6929

Mar. 26, 2004

Lena Horne PHD
Acting Head and Associate Professor
Department of Clothing and Textiles
Faculty of Human Ecology

Dear Lena:

The proposed product development stream in your new Clothing and Textile Curriculum properly reflects the needs of the apparel sector.

I indeed congratulate you on building courses that can allow graduates better access to an exciting international industrial sector. Finally, teaching that better understands the needs of the end user as well as the trainee.

Your success will be the industry's success.

Regards,

A handwritten signature in black ink, appearing to read "B. Silver". The signature is stylized with a large, sweeping "S" and a long, thin horizontal stroke extending to the right.

Bob Silver



UNIVERSITY
OF MANITOBA

The Libraries

Reference Services
Elizabeth Dafoe Library
25 Chancellors Circle
University of Manitoba
Winnipeg, Manitoba
Canada R3T 2N2

August 13, 2004

Dr. Lena Horne
Acting Head and Associate Professor
Department of Clothing & Textiles
Faculty of Human Ecology

RE: New Undergraduate Program for Textile Sciences

Dear Dr. Horne:

I am writing in support of the proposed undergraduate program in Textile Sciences which will comprise of two well-developed study streams: product development and textile development.

I recognize that the department has substantially redesigned the undergraduate program according to the proposed curriculum. It innovatively provides academic focuses and linkages that are highly relevant to the industry and research sectors that are of interest to the clothing and textiles field.

The clothing and textiles field has always been very interdisciplinary. The highly interdisciplinary nature of the field also has been a challenge for librarians in ensuring that students choose the appropriate resources out of a wide range of possibilities. I am very pleased to see the two program streams identify well-developed competencies; this will no doubt help our participation in facilitating the students' learning in these areas.

I welcome the challenge and opportunity for facilitating research skills among the students, in accordance with the student competencies identified in the proposal. Along with my colleagues at the Libraries, I look forward to exploring an effective working collaboration with your department in support of the new curriculum.

Sincerely,

Asako Yoshida
Bibliographer for Clothing & Textiles/Reference Librarian
Reference Services
Elizabeth Dafoe Library

cc: Betty Braaksma, Information Literacy Coordinator
Jim Blanchard, Head, Reference Services, Elizabeth Dafoe Library

Subject: Proposed New Clothing and Textiles Curriculum
From: "Tittlemier, Lisa" <LTittlemier@rickis.com>
Date: Fri, 30 Apr 2004 12:19:47 -0400
To: "'Lena Horne'" <horne@Ms.UManitoba.CA>

Hello Dr. Horne

I would like to pass along my thoughts on the proposed new courses for Human Ecology. Firstly I would like to say that as past Graduate of the Faculty the proposed courses are very in tune with the industry today.

The concept of having 2 focused streams of the Product Development and the Textile Sciences and Development truly reflects the needs of today's Garment Industry.

Having worked in the garment Industry for the last 8 years, I have seen many dramatic changes happen. The new course selection will ready new graduates for this New Global market.

Pls feel free to contact me if you need any further comments,

Tks & Bst Rgds,
Lisa Tittlemier
RICKI'S, Fit Department
Phone-- 204 633 5500 ext 343
Fax - 204 694 9689

Subject: RE: Responses Regarding the Proposed Clothing and Textiles Curriculum
From: "Lisa Bishop" <lbishop@jmgenuity.com>
Date: Fri, 7 May 2004 08:56:47 -0500
To: "Lena Horne" <horne@Ms.UManitoba.CA>

Hi Lena,

Here's my comments on the proposed curriculum:

-good 1st and 2nd year introduction to the industry as a whole – covering raw material basics, raw material to finished goods processes, and the wide variety of textile end uses. Interesting to note percentage of each end use as proportion of whole industry, and specifically for Canada

-Consumer and Organizational Behavior will be an important course in looking at the flip side – who uses textile products, why, and how. Good to touch on government practices as well.

-Pattern Development 2 & 3 – I think the intro patt dev is an important course for all to understand basic concepts of spec sheets and pattern pieces in a computer setting. These are used not only in fashion apparel, but in all textile end uses.

Should note that most technical sketches are done on computer, not by hand.

Also, would be good to look at the importance and shared use of a spec sheet – maybe show a variety of actual specs from different area of the industry.

3rd year course great for those who want to expand on the patt dev area.

-Global Apparel and Textile Trade – great course – can I sit in? Very relevant. Suggestion to note the importance and function of a companies broker, and then in terms of fabric purchasing – the differences between prices quoted CIF, C&F, FOB, LDP prices – and how to convert a quoted price to a landed price.

-Product Standards and Specifications – good coverage of the variety of standards used in industry, case study sounds like an interesting project.

-maybe here (i/o pattern dev) could emphasize the importance of the product spec sheet and it's multi-uses for each company.

-Line-Planning and Visual Communication – to me, a really fun course (and the best part of my job....) A highlight of the curriculum.

Perhaps could include area on the importance of a manufacturers sales reps – the necessity of good communication with them, as they are the direct link to the customer (retailer) – to help the design team with feedback from the store and the actual consumer.

-Production of Textile Products – again, a great course, both for domestic production and imports. High relevance to the industry once students enter the workforce. Suggestion to note the importance of communication and high inter-relation between the design team, through to customer service, sales, production, quality, the cutting room, fabric and trim purchasing – how all departments truly do work together.

-Color Management – this course sounds much more industry focused than the color course I remember (which was more 'artsy')

The digital printing sounds interesting – but I'm not sure how widely used this dyeing process is in the industry.

-Information Age and Textile Supply Chain – very up-to-date sounding course – again, one I would enjoy sitting in. Would be interesting to look at actual companies (size of company, product made, import vs. domestic) and their respective technology status.

-Senior Project – wondering if this is a combination of Practicum and Seminar. An open course – great for

students to pursue further knowledge in their own area of interest.

-Quality Assurance Systems – again, very important to the industry as a whole – from home furnishings to fashion to industrial uses.

I think the curriculum is an excellent overall view of the textile industry, with many of the courses outlined being very relevant to the workplace.

I also like the focus on the variety of areas of in the textile industry, other than the most obvious to everyone -- fashion apparel.

Noticing the absence of any type of Apparel Construction course – thinking back to my days – there was Construction, Tailoring, Draping, and Drafting, in addition to the Flat Pattern and CAD course.

For me, these courses were invaluable as I started my career as a patternmaker – and even today they help me talk knowledgeably with our patternmaker, supervisors, sample makers, and in production meetings. As a merchandiser or designer – I think it's absolutely necessary to be able to know how to put a garment together. As basic as it sounds – I don't think I could do my job properly without being able to know how to sew. I very much appreciate that I was able to take those courses – they were so hands-on (even though at the time, they were based on home-sewer techniques rather than the industry).

Another course that I thought was useful was fashion illustration – even though I don't 'illustrate' at all in my job – I think I do use some of the principles – for example when we're out shopping – and I have to do a quick sketch of a garment or detail. It's necessary to be able to see the correct proportion and scale, then translate that onto paper very quickly – and then have the sketch technician and patternmaker be able to interpret that quick sketch accurately.
(It was also a very fun course).

That's about it, Lena – all in all, I think a fantastic job in making the curriculum very meaningful to the student as they prepare to enter the workforce. They should come out of the program with a practical understanding of how the industry operates, both internally and externally.
I would enjoy 'topping-up' my information base with some of the courses you've outlined.

Thanks for giving me the opportunity to add my input – if you need anything else – please feel free!
Have a great day,
Lisa

-----Original Message-----

Report of the Senate Planning and Priorities Committee on the Proposal to introduce a Bachelor of Science (Textile Sciences) program in the Faculty of Human Ecology.

Preamble

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found in the *Senate Handbook*, Section 8.32, wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty of Human Ecology proposes to replace the present curriculum, degree designation, and name of the Department of Clothing and Textiles with new program streams, leading to a new Bachelor of Science (Textile Sciences) degree, in the newly named Department of Textile Sciences.

Observations

1. Changes both from within (i.e., student demand, faculty expertise) and outside (i.e., the textile industry, health/safety applications of textiles) the Department of Clothing and Textiles have made it necessary to revise the present curriculum, degree designation, and department name. The proposed revisions have been developed in consultation with both internal and external stakeholders to align with their interests and the goals of the Faculty of Human Ecology and the University of Manitoba. Notably, these interests and goals include anticipated human resource needs of the textile and apparel complex, and the emerging health promotion/protection thrust of the Faculty of Human Ecology. The proposed program will appeal broadly to men and women who aspire to work in textile supply or product development—for fashion apparel, but also for other uses such as in health care.
2. The proposed program will have two streams. The product development stream will continue to serve the educational needs of students who wish to pursue a career in fashion design, while broadening the scope to include other textile products and non-traditional careers. The textile development stream will further differentiate the University of Manitoba as the only university in Canada to offer interdisciplinary training in textiles and exercise/sport science, engineering, or microbiological sciences, thus enabling students to connect textiles with specialized physiological or health requirements of the application. Approximately 25-30 students are expected to enrol in each stream in the first year.
3. A total of 84 credit hours will be phased out over 4 years, and 54 credit hours phased in, for a net change of -30 credit hours. The textile development stream options in exercise/sport science, engineering, and microbiological sciences will involve coursework in the corresponding Faculties of Physical Education and Recreation Studies, Engineering, and Science. These Faculties have provided

letters of support for the proposed program. Other units that would be affected by the proposed course changes or that offer related courses have also agreed to these changes. Students will no longer be admitted to the present degree program once the new degree program is approved. Those previously admitted will be able to finish their original program and receive their Bachelor of Human Ecology degree in Clothing and Textiles.

4. The proposed program has no resource implications with respect to staffing, space allocation, or specialized equipment. One-time additional funding of \$3,487 is needed to upgrade the Libraries' monograph collection, in order to support the proposed program adequately. Approximately \$1,000 in the Department's budget for serials could be transferred to the monograph budget.

Recommendations:

The SPPC recommends that:

Senate approve and recommend to the Board of Governors that it approve the proposed Bachelor of Science (Textile Sciences) program in the Faculty of Human Ecology. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until he is satisfied that there would be sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Norman Hunter, Chair
Senate Planning and Priorities Committee

/jml

Report of the Senate Committee on Curriculum and Course Changes on a Curriculum and Program review from the Department of Clothing and Textiles, Faculty of Human Ecology

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found in section 8.21 of the *Senate Handbook*. SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs curricula or courses".
2. The Senate Committee on Curriculum and Course Changes met on October 7, 2004 to consider a Curriculum and Program review from the Faculty of Human Ecology, Department of Clothing and Textiles.

Observations

1. The Department of Clothing and Textiles conducted an extensive review of all aspects of their undergraduate program in Clothing and Textiles. In the course of the review, the Department recognized an opportunity to re-focus its efforts and build a new program in Textile Science. The result of the review is a new proposed new department name, undergraduate program and credential and complete overhaul of the department's undergraduate curriculum. These changes recognize the new orientation of the textile discipline and the human resources at the department's use.
2. In conducting the review, the Faculty is proposing a number of course introductions, modifications and deletions to take place over four years from 2005-06 to 2008-09. These changes represent a restructuring of the existing curriculum, into an undergraduate degree in Textile Sciences. The restructuring will result in a deletion of 84 credit hours of courses and the introduction of 54 credit hours of new courses.
3. The proposed discontinuance of the Bachelor of Human Ecology (Clothing and Textiles) credential will be offset by the introduction of a Bachelor of Science (Textile Sciences) credential. The new program will "deliver an undergraduate program which imparts knowledge, theories, and skills which meet the demands of work and research environments driven by scientific, technological, and logistical innovations in textiles".
4. Provisions have been made to phase out the Clothing and Textiles program over four years, such that students already enrolled in the program may complete it. Provisions have also been made for students who take longer than four years to complete the program to substitute courses from the new program in to the old one.
5. The proposed Textile Science program will offer two streams: the Product Development Stream and the Textile Development Stream. Within the Textile Development Stream, three options will be available: the Exercise and Sport Science Option, the Engineering Sciences option, and the Microbiological Sciences Option.

6. A statement of support for the proposed course and program changes has been received from the Libraries.
7. Letters of support for the new program in Textile Science have been received from the departments of Economics, Statistics, Family Social Sciences, Human Nutritional Sciences, Chemistry and the Human Ecology program. Additionally, support has been received from the Faculty of Science, the Faculty of Education and University 1.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

1. That Senate approve and recommend that the Board of Governors approve the revision to the Clothing and Textiles program in the Faculty of Human Ecology;
2. That Senate approve and recommend that the Board of Governors approve change in degree designation from the Bachelor of Human Ecology (Clothing and Textiles) to the Bachelor of Science (Textile Sciences);
3. That Senate approve and recommend that the Board of Governors approve the name change for the Department of Clothing and Textiles to the Department of Textile Sciences; and
4. That Senate approve the proposed course changes from the Faculty of Human Ecology, as listed below.

Respectfully submitted,

Dean B. L. Dronzek, Chair
Senate Committee on Curriculum and Course Changes

/jml

Courses to be deleted:

Effective 2005-2006

064.102	Today's Textiles	-3
064.122	Dynamics of the Fashion Industry	-3
064.327	Research Process in Clothing & Textiles	-3
064.329	History of Western Dress	-3
064.335	Folk Costumes of the World	-3
064.343	Structural Textile Design: Weaving	-3
064.344	The Application of Color in Textile Design	-3
064.346	Textile and Apparel Policy	-3
064.436	History of Canadian Dress	-3
064.437	Textile Product Development: Advanced Applications	-3
064.438	Textile Product Development: Studio	-3
064.430	Textile Investigation	-3

Effective 2006-2007

064.220	Fabric Performance	-3	
064.221	Textile Management	-3	
064.223	Textile Product Development: Foundations	-3	
064.322	Socio-psychological Aspects of Clothing	-3	
064.348	Textile Product Development: Pattern Development	-3	

Effective 2007-2008

064.224	Textile Product Development: Construction Basics	-3	
064.225	Textile Product Development: Visual Communication	-3	
064.337	Textile Evaluation	-3	
064.340	Economics of the Textiles & Apparel Industries	-3	
064.342	Apparel Manufacture	-3	
064.349	Textile Product Development: Computerized Pattern Development	-3	

Effective 2008-2009

064.339	Fiber and Color Science	-3	
064.347	Selected Topics: Information Age	-3	
064.426	Textiles and Apparel Marketing	-3	
064.434	Senior Project	-3	
064.431	Practicum	-3	

Courses to be introduced:

Effective 2005-2006

064.1AA Textiles for Living L +3

This course covers the fundamental knowledge of textiles in a product development context. It includes properties of fibers, yarns, and fabrics; characteristics of natural and manufactured fibers; chemical structure of the most commonly used natural and manufactured fibers for apparel and non-apparel end uses; woven, knitted, and non-woven structures; and dyeing and printing. Not to be held with the former 064.102. This will be waived for students who will be admitted to Textile Sciences in 2005/2006 only.

064.1BB Textiles, Products, and Consumers +3

Structure and characteristics of the natural and manufactured fiber sectors; downstream industries which transform natural or manufactured fibers into intermediate goods; the manufacturing industry which transforms intermediate supplies to final products; and the retailing industry which distributes final textile products to consumers or organizations. Not to be held with the former 064.122.

Effective 2006-2007

064.2AA Textiles for Apparel End Uses L +3

Theories of product development and their applications to creating textile products for apparel end uses including fashion apparel; apparel for consumers throughout the lifespan, including

childhood, young adults, older adults; apparel for consumers with disabilities; apparel for professional sports and recreation; and apparel for the healthcare sector. Pre-requisites: 064.102 or a minimum grade of "C" in 064.1AA; 064.1BB, 3 credit hours of 100-level chemistry. Not to be held with the former 064.102, 064.122. To be introduced in the 2005/2006 regular session.

064.2BB Textiles for Non-Apparel End Uses L +3

Product development theories from engineering and management perspectives to illustrate the development of textile fibers, fabrics, and products For the industrial and healthcare sectors. Industrial uses of textiles include the automotive and the aerospace industries. End uses for the healthcare sector include textiles or textile products for rehabilitation, protection from bacteria, heating of wounds, and implantable textiles. Assessment of selected fabric properties such as strength, flammability, colourfastness and air permeability will be introduced. Pre-requisites: 064.102 or a minimum grade of "C" in 064.1AA; 064.1BB, 3 credit hours of 100-level chemistry. Not to be held with the former 064.102, 064.122. To be introduced in the 2005/2006 regular session.

064.2CC Consumer & Organizational Behavior Toward Textile Products +3

Theories and practices of consumer and organizational decision making with respect to textile products. Pre-requisites: 064.2AA or 064.2BB. Not to be held with the former 064.322 or 118.323.

064.2FF Pattern Development in an Industrial Environment L +3

Covers the process of communicating product design through pattern development. Students will learn the terminologies of pattern development, techniques of pattern development and manipulation, and the importance of anthropometry in creating apparel to suit its end uses. Pre-requisite: 064.2AA. Not to be held with the former 064.348.

Effective 2007-2008

064.3BB Global Apparel and Textiles Trade +3

Covers the role of apparel and textiles trade in economic growth and development of industrialized, transitional, and developing nations. It will take into account the evolution of trade relations among apparel and textile producing countries and regions. Pre-requisites: 064.2CC, 028.205, 018.120, or 018.121 and 018.122. Not to be held with the former 064.340.

064.3CC Product Standards and Specifications L +3

Challenges students to apply their knowledge and skills gained in 64.2AA, 2BB, 2CC, and 2DD to develop textiles and textile product standards and specifications for various forms of product development (e.g., private label, national brands, licensed goods) where there are no known precedents. Students will learn the process of developing product standards by working on case studies. Textile products will include apparel and non-apparel end uses Pre-requisites: 064.3DD, 028.205. Not to be held with the former 064.220, 064.221, 064.337.

064.3DD Evaluation of Textile Performance L +3

Covers the serviceability of textile products for apparel and non apparel end uses. Students will learn to carry out commonly used textile testing methods for assessing durability, comfort, aesthetic properties and safety. Pre-requisites: 064.2AA, 064.2BB. Not to be held with the

former 064.220, 064.221, 064.337.

064.3EE Line Planning and Visual Communication L +3

Covers the steps in developing a line of textile products for apparel and home furnishings end uses and the techniques of communicating product information to relevant members of the supply chain. Students will learn manual methods and computer aided design solutions to communicate product concepts. Pre-requisite: 064.2FF. Not to be held with the Former 064.225.

064.3GG Pattern Development in a Computer Aided Design Environment L +3

This course is a continuation of 64.2FF. It covers advanced pattern manipulations using an industrial computer aided design system. Pre-requisite: 064.2FF. Not to be held with the former 064.349.

064.3PP Textiles for the Healthcare Sector L +3

This course covers the recent developments of a range of technical textiles for the healthcare sector, including implantable textiles, barrier fabrics, and smart textiles. Pre-requisites: 064.2BB, 028.205 or any 200 or 300 level research method course, 002.222.

064.3RR Production of Textiles L +3

Covers the role of production in the product development process. Students will learn the terminology which meets industrial standards, the most commonly used production techniques for apparel and non-apparel products, time studies, costing, development of specifications, manufacturing systems, and selected test methods for quality management. Pre-requisites: 064.3GG, 028.205. Not to be held with the former 064.224, 064.342.

Effective 2008-2009

064.4TT Color Management L +3

Covers the basic concepts and principles of color science, the process of determining seasonal color palette, color specification systems, color notation systems, commercial color identification systems, the color approval process in industrial, institutional, and consumer goods settings, color measurement, and interpretation of color data. Students will learn the process of preserving color integrity throughout the supply chain. Pre-requisites: 064.3CC, 028.205. Not to be held with the former 064.339, 064.430.

064.4WW Quality Assurance Systems L +3

Cover the concept of total quality management; the role of total quality management in apparel and textiles; the role of standard setting agencies in developing standards of product and service quality; management systems such as ISO 9000 and case studies of textiles and apparel firms which have adopted these systems. Students will learn by solving a series of problems presented to them in the format of case studies. Pre-requisites: 064.4TT, 064.3RR. Not to be held with the former 064.220, 064.221, 064.337.

064.4PP Information Age and the Textiles Supply Chain +3

Covers the evolution of the textile complex from a production orientation to a logistics orientation; the role of information technology in creating or enhancing competitive advantage; the range of technologies used by the textile complex to communicate design, production, and

management information throughout the supply chain; decision making process executives go through to decide which types of technology to purchase, how to implement them within the firm, the financial implications, the effects on business-to-business communication and the effects on business-to-consumer communication. Pre-requisite: 064.3BB. Not to be held with the former 064.347 offered from September 2004 to September 07/08.

064.4QQ Integrative Project +6

This is a required course in which students are required to demonstrate their ability to integrate the skills and knowledge accumulated in the program. Specifically, students will solve a specific textile or product development problem which may originate from the students' interests, developed in collaboration with academic staff, or community-based, Pre-requisite: 84 credit hours in the Textile Sciences program. Not to be held with the former 064.431, 064.434.

064.4JJ Advanced Textiles for the Health Care Sector L +3

Covers the latest developments in technical textiles for the healthcare sector and the measurement of attributes which are essential to the performance of textiles for medical or healthcare end uses. Pre-requisites: 57 credit hours including 64.2AA, 64.2BB, 64.3DD, and a minimum of "C" in 64.3PP; 02.222; 28.205.

NET CHANGE IN CREDIT HOURS: -30.

Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, November 3, 2004
1:30 p.m.

AGENDA ADDENDUM

III MATTERS FORWARDED FOR INFORMATION

2. **Report of the Senate Committee on Awards
 respecting Awards (October 27, 2004)**

/cdak

Report of the Senate Committee on Awards respecting Awards - October 27, 2004

Preamble

The Senate Committee on Awards (SCOA) terms of reference include the following responsibility:

"On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under Policy No. 419, such offers shall be submitted to Senate for approval." (Senate, April 5, 2000)

The Senate Committee on Awards wishes to amend its September 27, 2004 report based upon recommendations provided by the President's Working Group to Review Matters Related to the Implementation of International Graduate Student Awards, and thereby rescinds its September 27, 2004 approval for the terms of reference for the International Graduate Student Entrance Scholarship and the International Graduate Student Bursary, and replaces those awards with the attached and revised terms of reference for the International Graduate Student Entrance Scholarship, the International Graduate Student Scholarship, and the International Graduate Student Bursary

Thus, at its meeting on October 27, 2004 SCOA reviewed seven new awards offers and reports as follows.

Observation

On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve seven new award offers as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated October 27, 2004). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,



Professor R. Baydack, Chair
Senate Committee on Awards

APPENDIX "A"

INTERNATIONAL GRADUATE STUDENT ENTRANCE SCHOLARSHIP

Beginning with the 2005-2006 academic session, scholarships will be offered to recognize and reward the excellence of incoming international graduate students. The scholarships, initially valued at \$4,000, will be offered to students who:

- (1) are international students (i.e., those entering Canada on study permits) entering the first year of study in the Faculty of Graduate Studies at the University of Manitoba as full-time students pursuing a Master's or Ph.D. degree;
- (2) are paying the international student tuition fee;
- (3) have achieved a minimum grade point average of 3.75 based on their most recent two full-time years of study, as outlined below.

This scholarship may be held with the University of Manitoba Graduate Fellowship (UMGF) and other awards offered by the University of Manitoba. Grade point averages will be assessed according to the process used for the UMGF based only on official transcripts received by the application deadline date.

Scholarships may be redeemed upon enrolment in the Faculty of Graduate Studies and registration in a graduate program of study. Scholarships will first be applied against any outstanding tuition fees.

This scholarship will be administered by the Faculty of Graduate Studies.

INTERNATIONAL GRADUATE STUDENT SCHOLARSHIP

Beginning with the 2005-2006 academic session, scholarships will be offered to recognize and reward the excellence of international graduate students pursuing Master's or Ph.D. degrees at the University of Manitoba. The scholarships will be offered to students who:

- (1) are international students (i.e., those in Canada on study permits) continuing in full-time study in the Faculty of Graduate Studies at the University of Manitoba in either the second year of a two-year Master's program, the second year of a two-year Ph.D. program, the second or third year of a three-year Ph.D. program, or in the first year of a Ph.D. program after completing a Master's degree at the University of Manitoba;
- (2) are paying the international student tuition fee;
- (3) are eligible for and apply for the University of Manitoba Graduate Fellowship (UMGF).

A rank-order list of eligible students will be produced using the UMGF process. Awards will be offered to students with values set according to UMGF ranking with \$6,000 offered to students

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who have been offered a UMGF and \$5,000 to students who have not been offered a UMGF. Scholarships will be offered until available funds are exhausted. Funding will be confirmed on an annual basis.

This scholarship may be held with the UMGF and other awards offered by the University of Manitoba. Students may be considered for this scholarship in each year of eligible study. Students who are enrolled in a re-registration year are not eligible.

Scholarships will first be applied against any outstanding tuition fees.

This scholarship will be administered by the Faculty of Graduate Studies.

INTERNATIONAL GRADUATE STUDENT BURSARY

Tuition fees paid by international graduate students have increased effective September 2005. Graduate students who are pursuing two-year Masters or Ph.D. degrees and will be beginning their program in the 2004-2005 session will be affected by this increase in their second year of study. In order to address this transitional period, international students commencing their second year of study in the 2005-2006 academic session will be considered for an International Graduate Student Bursary. The selection committee will determine bursary values with a maximum value equivalent to the increase in the differential fee assessed.

The bursaries will be offered to students who:

- (1) are international students (i.e., those entering Canada on study permits) enrolled full-time in their second year of study in a two-year Master's or Ph.D. program in the Faculty of Graduate Studies at the University of Manitoba;
- (2) are paying the international student tuition fee;
- (3) have achieved a minimum grade point average of 3.0 based on their year of study at the University of Manitoba;
- (4) have demonstrated financial need on the University of Manitoba bursary application form.

Bursary offers will be made prior to the start of the 2005-2006 academic session. Bursaries may be redeemed upon enrolment in the Faculty of Graduate Studies and registration in a graduate program of study. They must first be applied against outstanding tuition fees. The International Graduate Student Bursary cannot be held with the International Graduate Student Scholarship.

Selection for these bursaries will be based in the Financial Aid and Awards Office and administered according to standard University of Manitoba practice.

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INTERNATIONAL UNDERGRADUATE STUDENT ENTRANCE SCHOLARSHIP

The establishment of the International Undergraduate Student Entrance Scholarship is meant to reward excellence in scholastic achievement by international students entering study at The University of Manitoba. Beginning with the 2005-2006 academic session, scholarships will be offered to students who:

- (1) are international students (i.e., those entering Canada on study permits) who have applied for admission to any Faculty or School at the University of Manitoba;
- (2) are paying the international student tuition fee;
- (3) have achieved a minimum high school average of 85% based on the best five academic courses from the approved list.

Scholarships are to be offered to students graduating from international high schools, with values set each year in tiers established according to international high school average thresholds. For the year 2005-2006, the thresholds and their accompanying award values are to be set as follows:

Greater than or equal to 95%	\$750
Greater than or equal to 90%	\$500
Greater than or equal to 85%	\$250

This scholarship cannot be held with a University of Manitoba International Baccalaureate Entrance Scholarship or with any other award offered through the University of Manitoba Entrance Scholarship program.

Selection for these awards will be based in the Financial Aid and Awards Office and administered according to standard University of Manitoba practice.

INTERNATIONAL UNDERGRADUATE STUDENT SCHOLARSHIP

The establishment of the International Undergraduate Student Scholarship is meant to reward excellence in scholastic achievement by international students at The University of Manitoba. From the annual available funds beginning with the 2004-2005 academic session, scholarships initially valued at \$500 will be offered to students who:

- (1) are international students (i.e., those in Canada on study permits) who have completed a minimum of 24 credit hours in any Faculty or School at the University of Manitoba;
- (2) have a record of exceptional academic achievement on courses completed in the last regular academic session (minimum sessional grade point average of 3.5);

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- (3) are continuing in the next consecutive year of full-time study in their program.

Eligible applicants will be rank-ordered by sessional grade point average and scholarships will be offered until all available funds are exhausted or the grade point standard is reached.

Selection for these awards will be based in the Financial Aid and Awards Office and administered according to standard University of Manitoba practice.

INTERNATIONAL UNDERGRADUATE STUDENT BURSARY

Tuition fees paid by international undergraduate students have increased effective September 2004. In order to provide financial assistance to international students, the International Undergraduate Student Bursary has been created. The selection committee will have the discretion to determine the annual number of awards offered and their individual values.

The bursaries will be offered to students who:

- (1) are international students (i.e., those in Canada on study permits) enrolled full-time in any Faculty or School at the University of Manitoba;
- (2) have achieved a minimum cumulative grade point average of 2.0;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Selection for these awards will be based in the Financial Aid and Awards Office and administered according to standard University of Manitoba practice.

MANITOBA PROVINCIAL SCHOLARSHIP

The University of Manitoba and the Province of Manitoba have developed an agreement wherein the Province has committed \$2,000,000 to post-secondary graduate students. Of these funds, \$350,000 will be used to establish a graduate scholarship program with the intention of supporting research-based graduate studies and assisting in attracting and sustaining excellent students from within and outside the Province.

The funds will be made available annually and will be allocated to provide both Master's and Doctoral level scholarships.

Eighteen (18) scholarships, valued at \$15,000 each, will be offered to students who:

- (1) are enrolled in a research-based Master's program in the Faculty of Graduate Studies at the University of Manitoba;
- (2) are one of the eighteen top-ranking University of Manitoba Graduate Fellowship (UMGF) candidates at the Master's level.

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Recipients may hold the Manitoba Provincial Scholarship at the Master's level for up to two (2) years, with a total maximum value of \$30,000. The UMGF or a national award cannot be held with the Manitoba Provincial Scholarship at the Master's level.

Twelve (12) scholarships valued at \$7,500 each will be offered to students who:

- (1) are enrolled in a Doctoral program in the Faculty of Graduate Studies at the University of Manitoba;
- (2) are one of the twelve top-ranking University of Manitoba Graduate Fellowship (UMGF) candidates at the Doctoral level.

Recipients may hold the Manitoba Provincial Scholarship at the Doctoral level for up to two (2) years, with a total maximum value of \$15,000. This scholarship may be held in conjunction with the UMGF or a single external award that exceeds the annual value of the UMGF.

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- (1) The number of scholarships indicated above may only be applicable in the first year. To be confirmed.